

The Ever-Changing Sky

by Megan McGibney



Look up at the sky on a clear day. You will see the sun. It is bright and shiny, warming much of what its light touches. Look up at the sky again at night. You may see the stars. They are also bright and shiny, glimmering in the dark sky. You may also see the moon. It looks bright and shiny, reflecting light from the sun. People have always looked up at the sky with wonder. Some have even studied the sun, moon, and stars. These people, called astronomers, have learned that those objects in the sky do not stay in the same place all the time.

The earth revolves around the sun and also rotates on its axis, which is an imaginary line that runs from the North Pole to the South Pole, through the earth's center. It takes just under 24 hours for the earth to complete one rotation on its axis - a day, that's right! And guess how long it takes the earth to revolve around the sun? A little over 365 days. That's a year, with an

extra quarter of a day.

Let's take a closer look at the moon. The earth does not revolve around the moon. Instead, the moon revolves around the earth. It takes the moon about four weeks to complete a revolution around the earth. The portion of the moon we, here on Earth, see changes over this period of about four weeks as the moon's position around the earth changes. The moonlight we see at night is the moon's reflection of sunlight onto Earth. The different ways the moon appears to us are known as the moon's phases. The moon's phases depend on the moon's position in relation to the earth and the sun.

The four-week period starts and ends with the new moon. The new moon cannot be seen because the side of the moon lit by the sun is facing away from the earth. This is because the moon is nearly between the sun and the earth at this time. After that comes the first quarter moon, which is when we see half of the side of the moon lit by the sun. Then comes the full moon, when we can see the entire side of the moon lit up by the sun. This is because the earth is nearly lined up between the sun and the moon, and the sunlit part of the moon is facing the earth. One of the last phases is called the last quarter moon. This is when we see the other half of the lit side of the moon.

Sometimes the way the sun, moon, and earth are positioned causes an event known as an eclipse. There are two types of eclipses. A lunar eclipse happens when the earth passes between the moon and the sun and when the earth blocks the moon from the sun. The earth's shadow may block the entire moon or just part of the moon from view. A solar eclipse happens when the moon passes directly between the earth and the sun. A solar eclipse can block part of the sun or the entire sun from the earth's view.

Because of the regular orbit of the moon around the earth and the regular orbit of the earth around the sun, astronomers can predict when an eclipse will happen even many years into the future.

Name: _____ Date: _____

1. What does the earth revolve around?

- A. the moon
- B. the sun
- C. the stars
- D. meteors

2. What does the author describe in the passage?

- A. how long it takes the sun to revolve around the earth
- B. when the next solar eclipse will occur
- C. how long it takes the earth to revolve around the sun
- D. the movement of other planets in our solar system

3. The phases of the moon are caused by the moon's orbit around the earth. Which details from the text support this conclusion?

- A. It takes 24 hours for the earth to complete one rotation on its axis.
- B. A lunar eclipse occurs when the earth passes between the moon and the sun and the earth blocks the moon from the sun.
- C. The direction the sunlit side of the moon facing the earth changes as the moon revolves around the earth.
- D. The moon changes from a new moon to a half moon to a full moon.

4. What blocks the sun during a solar eclipse?

- A. the moon
- B. the earth
- C. the earth's shadow
- D. a nearby meteor

5. What is this passage mostly about?

- A. solar and lunar eclipses
- B. the solar calendar
- C. phases of the moon
- D. the movement of the earth and the moon

6. Read the following sentences: "It takes just under 24 hours for the earth to complete one rotation on its axis - a day, **that's right!** And guess how long it takes the earth to revolve around the sun?"

Why does the author say "**that's right!**"?

- A. because the author thinks the reader has made the connection between the rotation of the earth around its axis and the length of a day
- B. because the author was talking to someone while writing the passage
- C. because the author wants to reassure the reader
- D. because the author is waiting for an answer from the reader

7. Choose the answer that best completes the sentence below.

The moon goes through different phases in a month, _____ full moon, half moon, and new moon.

- A. but
- B. including
- C. first
- D. as a result

8. When does a full moon occur?

9. Why can astronomers predict eclipses?

10. Give two examples of how the sky is ever-changing.

The Stolen Kitten

by Kyria Abrahams



I found the kitten sitting on my front porch in the toy bin. He was black and white and crying like a human baby. Where did he come from? I noticed he had no collar. Who would be so irresponsible?

I went inside and opened a can of tuna fish. After I placed the tuna in the doorway, the kitten hungrily lapped it up and then walked right inside the house.

"Hey, kitten! I didn't say you could come in!" I yelled.

The kitten seemed unconcerned with this information. He plopped down onto a bunch of pillows on the couch and began to groom his paws.

My older brother Michael walked into the room, saw the kitten, and started laughing. "What the heck? You brought home a cat?" he asked.

"I didn't exactly bring him home," I explained. "He just kinda walked in through the front door and made himself at home."

"Aw, Mom is gonna be so angry!" Michael said. "You'd better call her."

"Okay," I said. "I promise I'll call right now."

At that moment, I had every intention of doing the right thing and calling my mother. What happened next was slightly different, though.

I picked up the kitten and put him into a box. I gave him a blanket and a toy. And then I brought him to

my bedroom and shut the door.

Our family never owned pets, but I had always wanted one. I knew a little bit about taking care of them. I knew he wasn't a newborn kitten because he was big and fluffy, and his eyes were open. Newborn kittens are not supposed to be separated from their moms. When a human finds them, they have to be extra careful.

I knew he was going to need a litter box. Of course, since I don't own a cat, I didn't have one. So I took a cardboard box and ripped up an old newspaper into shreds. I learned this trick from an Internet video.

Immediately, the kitten jumped into the box to do his business. I knew this meant he was already litter box trained.

I really should call my mom about this, I thought, as the kitten meowed and jumped up onto my lap. Well, he sure did seem to like me! Maybe I didn't have to give him back after all!

If someone can't take care of their kitten, they deserve to lose him! I thought.

The kitten kept meowing quite a lot. It wouldn't stop. And then, it started trying to bite my hand.

"Hey, kitten! I'm not food!" I said.

"Meow!" yelled the kitten, trying again to bite my finger.

I knew I had to go to the store and get some cat food. I opened my piggy bank to see what was inside.

Five dollars and 98 cents. Well, that would certainly be enough to buy a can of cat food.

"You stay put, kitten!" I told him. "I'm going to get you food!"

I bet his last owners never gave him food. They probably didn't love him at all!

I made sure he had plenty of water and shut the bedroom door. I put on my coat and grabbed my keys. I headed out to Whiskers Organic Pet Supply up the street from my house in Astoria, Queens.

On my way out the door, I spotted a sign on the telephone pole:

LOST KITTEN

Black and White, very friendly. If you find him, please call us. We are worried sick.

"Hmm," I thought. "Well, if you were so worried about your kitten, maybe you should have taken better care of him!"

I laughed to myself and headed into the pet store. *People are so irresponsible! It's a good thing I found that kitten and took him in. Now, I'm buying him food! Thank goodness he found me!*

When I walked into the pet store, I could barely get through the door. The place was packed! A group of kids were hanging up flyers about this same cat.

In the back of the store, I saw a little boy in a wheelchair. He was about five years old, and he was crying.

"I can't believe I lost my kitten!" he said to his parents. "I couldn't get to the open door in time!"

I looked at the flyers on the wall. It was definitely the cat I had back at home, sitting in my bedroom, behind a closed door.

Then the truth of the situation hit me. I had stolen a little boy's cat!

In my mind, I had made up a whole story about the people who lost the kitten, and how they deserved to lose him. Now I realized there was a lot I didn't understand. I tried to justify why I should keep the kitten by convincing myself the owners deserved to lose him. Now I saw that it was all a big mistake.

I approached the little boy in the wheelchair. He blew his nose and looked up at me.

"I have your kitten," I told him. "I'm sorry. I just found him and fed him. He's at my house."

The little boy began to cry with laughter. He stretched his arms out and gave me a great big hug. "Thank you so much! I was just about to put a new flea collar on him when he ran out the door. I couldn't chase him! Because of my... you know... my legs."

"I'll be right back," I told him. I ran home to get the kitten and reunite owner and pet.

A situation isn't always as simple as it seems on the outside. I thought for sure the kitten's owners deserved to lose him, but I didn't have all the information. In the end, I was the one who didn't deserve to keep the kitten.

Name: _____ Date: _____

1. What does the narrator find on her front porch?

- A. a dog
- B. a kitten
- C. a can of tuna
- D. a lost boy

2. How do the narrator's feelings about the kitten's owner change in the story?

- A. At first she thinks the owner is irresponsible, but then she realizes she is wrong.
- B. At first she thinks the owner is responsible, but then she realizes she is wrong.
- C. At first she thinks the owner misses his or her kitten, but then she realizes she is wrong.
- D. Her feelings do not change. She thinks the owner is irresponsible throughout the story.

3. The narrator assumes that the kitten's owner did not take care of the kitten. What evidence from the story best supports this conclusion?

- A. "Well, he sure did seem to like me! Maybe I didn't have to give him back after all!"
- B. *"It's a good thing I found that kitten and took him in. Now, I'm buying him food!"*
- C. "I laughed to myself and headed into the pet store. *People are so irresponsible!*"
- D. "I bet his last owners never gave him food. They probably didn't love him at all!"

4. Why does the narrator convince herself that the kitten's owner was irresponsible?

- A. because she thinks the kitten looks skinny
- B. because she is worried about the kitten
- C. because she wants to keep the kitten
- D. because her mom won't let her keep the kitten

5. What is this story mostly about?

- A. The narrator makes an assumption, then realizes that she was wrong.
- B. The narrator finds a lost kitten that was neglected by its previous owner.
- C. The narrator finds a lost kitten and learns how to care for it.
- D. The narrator finds a lost kitten, hides it from her mother, and gets in trouble.

6. Read the following sentences: "In my mind, I had made up a whole story about the people who lost the kitten, and how they deserved to lose him. Now I realized there was a lot I didn't understand. I tried to **justify** why I should keep the kitten by convincing myself the owners deserved to lose him."

As used in this sentence, what does the word "**justify**" most nearly mean?

- A. tell the truth about a situation before a judge
- B. realize that you have been wrong about something
- C. pretend that a situation does not exist
- D. come up with a good reason for something

7. Choose the answer that best completes the sentence below.

The narrator tells herself that the kitten's owner must not have loved him; _____, she later learns that her assumption was wrong.

- A. meanwhile
- B. however
- C. for instance
- D. therefore

8. What does the narrator see at the pet store?

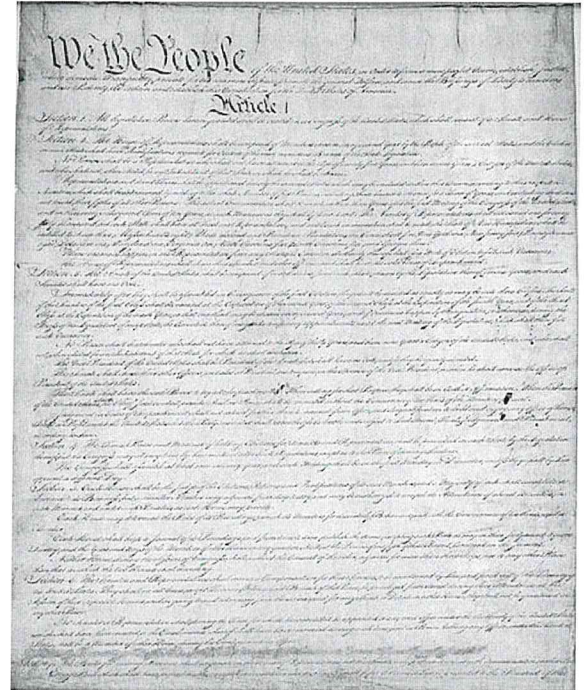
9. At first, the narrator thinks that the kitten's previous owner was irresponsible, but then she realizes that she was wrong. What causes her to change her opinion?

10. What is the main theme or message of the story, and why? Support your answer using information from the story.

The Constitution Tells the States Who Has the Right to Vote

by Judith Schiffer

The United States is a "Federal Republic." This means that power, like the power to pass laws, is shared between the Federal Government in Washington, D.C., and the governments of each of the 50 states. The Federal Government has certain powers, and the states (and their local governments, like cities and towns) have certain powers. The Constitution of the United States sets out which powers belong to the Federal Government, and which powers belong to the states.



The Constitution of the United States

The United States Constitution is the highest law of the land. One of the things it does is to tell the 50 states what they *must do*, and also what they *are not permitted* to do.

The Constitution gives the states the power to conduct elections and to make their own rules about how they do it, and it also tells them what they *are not allowed to do* in conducting elections. For example, states are not allowed to reject people who have the right to vote in an election.

The Constitution says that to be allowed to vote, a person must be a citizen of the United States. You are a U.S. citizen automatically if you are born in the United States. There are also ways to become a U.S. citizen if you were not born there. One of the ways is a process called "naturalization."

Not all citizens are allowed to vote. For example, a ten-year-old may not vote. For much of early U.S. history mostly white men who were at least 21 years old had the right to vote. Other groups, such as women, were not allowed to vote.

Since then, the rules about who has the right to vote for president and other elected officials have changed, with more groups of American citizens being given this right. These changes were the result of additions, or "amendments," to the Constitution. Twenty-seven amendments have been added to the Constitution, and three of them have to do with who has the right to

vote. These three Amendments prohibit the states from denying the right to vote to some groups of citizens. These three groups are African Americans, women, and people who are 18 to 20 years old. Over time, each of these groups was given the right to vote.

In addition, elected officials in Congress have passed laws so that citizens with voting rights can vote. One law makes it illegal for the states to do anything that prevents or makes it especially difficult for these citizens to vote. But some of the states found ways to prevent some citizens from voting, even though they had the Constitutional right to do so. For example, after former African American slaves were allowed to vote, some states did not want them to vote. So they required voters to be able to read and write. They knew that recently freed slaves were prevented from learning to read and write by their former owners.

Name: _____ Date: _____

1. According to the text, what does the federal government of the United States share with the 50 state governments?

- A. power
- B. money
- C. voting rights
- D. companies

2. What does the text list and describe?

- A. powers the president has
- B. what the Constitution say about voting rights
- C. the Bill of Rights of the Constitution
- D. facts about the creation of the Constitution

3. The rights of African American voters have been threatened in the United States. What evidence from the text best supports this statement?

- A. The Constitution says that to be allowed to vote, a person must be a citizen of the United States.
- B. The Constitution gives the states the power to conduct elections and to make their own rules about how they do it.
- C. Some states required voters be able to read and write to prevent former African American slaves from voting.
- D. The voting rights of African Americans have been addressed in the Constitution.

4. Based on the text, to whom did the Constitution give voting rights when it was first written?

- A. white men and women who were at least 21 years old
- B. black men who were at least 21 years old
- C. Native American males who were at least 21 years old
- D. white men who were at least 21 years old

5. What is the main idea of the text?

- A. The federal government of the United States has certain powers, and the 50 states have certain powers.
- B. The United States Constitution includes laws about who can vote but gives states the power to conduct elections.
- C. Some of the 50 states have found ways to prevent some citizens from voting, even though they had the Constitutional right to do so.
- D. Twenty-seven amendments have been added to the Constitution, and three of them have to do with who has the right to vote.

6. Read the following sentences from the text.

"The Constitution gives the states the power to conduct elections and to make their own rules about how they do it, and it also tells them what they *are not allowed to do* in conducting elections. For example, states are not allowed to reject people who have the right to vote in an election."

Based on the text, what does the word "conduct" most nearly mean?

- A. to lead or manage
- B. to carry electricity
- C. to stop or prevent
- D. to make popular

7. Choose the answer that best completes the sentence below.**The Constitution**

The United States Constitution tells the 50 states what they *must do*, and also what they *are not permitted* to do. _____, the Constitution gives the states the power to conduct elections and to make their own rules about how they do it

- A. However
- B. In conclusion
- C. On the other hand
- D. For example

- 8.** Three amendments of the Constitution have given voting rights to different groups of people. Who are these three groups of people?
- 9.** Why did some states require voters be able to read and write?
- 10.** Explain how the right to vote in the United States is impacted by the Constitution and the 50 states. Use information from the text to support your answer.

Accidental Butterfly

by ReadWorks

Early June is the best time. It's the real beginning of gardening season for me! Once I'm out of school, I finally have time to dig in the dirt. This year, on the last day of school, I didn't even stop to have a glass of lemonade or change out of my nice school clothes; I just dumped all of my books onto the floor, and with an empty backpack, rode my bike to the garden center in town.

The entire patio in front of the store was covered with plants in little plastic pots. A wire rack full of seeds guarded the doorway. I grabbed a fistful of pumpkin seed packets while examining a table full of potted herbs.

I settled on a full-looking parsley plant. I paid for my seeds and my plant with a month's worth of pocket change: coins and bills I'd found left in my pants and jacket pockets, or on the seats of the bus. The cashier put the parsley and seeds in a brown paper bag, which I put into my backpack. Then I rode home, where I set up my windowsill with seedling containers and the parsley. Some people like flowers; I like leaves.

So do caterpillars.

A week after I started my window-garden, I noticed that I had a roommate. It was green with black and white stripes, and it was resting carefully on a thin stem in the center of the parsley plant. How did *it* get there, I thought as I grabbed my "Child's Guide to Insects" book from my bookshelf.

My favorite vegetable is parsley. Apparently that's the swallowtail caterpillar's favorite, too. Adult swallowtail butterflies lay their eggs on plants in the carrot family, such as Queen Anne's lace (one of my favorite flowers, because my name is Anne), dill, fennel, carrots (of course), and parsley. I guess that's how this little bug came to be in my bedroom.

"It must've been an egg when I bought it," I explained to my mom.

And then I had a momentary dilemma: which one of us was going to get to eat this parsley? It didn't take me too long to decide.

Mom drove me back to the garden center this time, because I needed some help paying for the glass fish tank that I wanted to set up for my caterpillar. I filled it with dirt and planted a dill plant inside, as well as the original parsley, and placed a screen lid on top. Within minutes,

the caterpillar had moved from the parsley plant to the dill. I decided to name it Albert, wishing it were male.

Over the course of about two weeks, my little caterpillar got not-so-little, filling up on dill and the rest of the parsley. I loved waking up every morning to see how much more plant it had eaten, and how much bigger it had gotten.

And then one morning, Albert wasn't munching on anything. It was hanging upside down from the roof of its tank, its tiny legs looped over the wires in the screen. When I checked back after breakfast, it had let go, but only halfway, and was hanging in a lazy J shape, secured at one end of its body by a sticky bit of silk. Albert didn't move. I'd read about metamorphosis in my insect book, but somehow, I was still afraid that it was dead.

I didn't have to worry, though. The next morning, Albert the caterpillar no longer looked like a caterpillar. He looked like a dinosaur without legs: in place of my formerly squishy caterpillar was an angular green chrysalis, with twin rows of yellow spikes down what used to be Albert's back.

A week went by and the few leaves remaining on the dill and the parsley plant were beginning to yellow. I wanted to water them, but I worried about getting Albert's shell wet. Somehow, the parsley I had been so excited to buy didn't really matter anymore. I just wanted to watch the caterpillar transform.

* * *

Some people get summer jobs; I'm only eleven, so I don't really work, except for a weekend in early July when my mom has a craft booth set up at a local arts fair. The days start early and run late. Albert still hadn't hatched when that weekend came around, and I looked at its cocoon on Saturday morning, as I got ready to leave. "Don't hatch while I'm gone, little guy."

Albert seemed to have waited, and it still hadn't cracked out of its shell when Mom and I got back that night, but the shell had turned black. Something was happening.

The next morning I woke up to a flutter. I heard it before I saw it: the cocoon was in two pieces, still stuck to the lid of the tank, and flapping aimlessly on the dirt was the new winged version of Albert: a black swallowtail butterfly.

Albert's wings were studded with yellow dots on the edges, and teardrops of powder blue seemed dusted on. I scoured my "Child's Guide" and discovered that Albert was actually a female-males have more yellow on them, and the females wear blue. I heard my mom call up to me from the kitchen. I had to get a move on-it was craft weekend-but now I had a

butterfly to take care of.

Mom suggested we wait till the evening to let Albert go. I think she wanted to hurry to the show, but I think she also knew that my bug would be all right resting from its recent metamorphosis. I worried all day long that Albert would break her wings or starve, but when I got home, she was just fine, standing still on the bottom of the fish tank.

I carried the tank to Mom's flower garden before we even unpacked the car. Mom fished her camera out from one of the boxes in the backseat, and as I lifted the lid-Albert was hanging upside down again, this time as a butterfly-she took pictures. Albert waited patiently and calmly for the photo op, wings spread. And then suddenly: SHOOM! She shot up, faster than I expected a butterfly could, and paused to flutter above our heads. We admired her for one second more, and then Albert flew quickly, in zigzags, toward the woods around our house. She was out of sight in seconds.

I felt as empty as Albert's fish tank.

But Mom told me to feel proud. I'd raised a butterfly by accident-most people would have squashed that caterpillar, she said. We went to unload the car, and I supposed that Mom was right. I could have picked any parsley plant at the garden center, and somehow, Albert and I got lucky.

Name: _____ Date: _____

1. Anne goes to the garden center and buys some pumpkin seeds. What else does she buy?
2. After Anne finds the caterpillar on her parsley plant, she buys a glass fish tank for the caterpillar. What motivates this action?
3. Read the following sentences.

"A week went by and the few leaves remaining on the dill and the parsley plant were beginning to yellow. I wanted to water them, but I worried about getting Albert's shell wet. Somehow, the parsley I had been so excited to buy didn't really matter anymore. I just wanted to watch this caterpillar transform."

Based on this evidence, how do Anne's interests change in the story?

4. Read the following sentences.

"My favorite vegetable is parsley. Apparently that's the swallowtail caterpillar's favorite, too. Adult swallowtail butterflies lay their eggs on plants in the carrot family, such as Queen Anne's lace (one of my favorite flowers, because my name is Anne), dill, fennel, carrots (of course), and parsley. I guess that's how this little bug came to be in my bedroom.

"It must've been an egg when I bought it," I explained to my mom.

"And then I had a momentary dilemma: which one of us was going to get to eat this parsley? It didn't take me too long to decide."

What is Anne's decision?

5. What is the main idea of this story?

6. Read the sentences and answer the question.

"A week after I started my window-garden, I noticed that I had a roommate. It was green with black and white stripes, and it was resting carefully on a thin stem in the center of the parsley plant. How did it get there, I thought as I grabbed my 'Child's Guide to Insects' book from my bookshelf."

What does the author refer to with the word "roommate"?

7. What word or phrase best completes the sentence?

Anne initially thought the caterpillar was male, _____ it was actually female.

8. How does Anne feel after Albert flies away?

9. Explain whether Anne enjoyed raising a butterfly. Use evidence from the text to support your answer.

10. Why does Anne feel lucky at the end of the story? Support your answer using evidence from the text.

Robin in the Woods

by ReadWorks

Robin was excited because it was Friday. This meant that the weekend was around the corner, and he and his father could go bird-watching.

He even knew the word for the science of birds-ornithology-but he wasn't going to say it out loud in class. None of his classmates would know what he was talking about. And his friends, who knew how much he liked birds, never seemed to be interested when he began describing the birds he hoped to see, or the bird calls he hoped to hear. They seemed to prefer talking about action movies and video games. Robin wanted to tell them that bird-watching contained more action, thrill, and suspense than any movie. And it was real, not fake like a Hollywood film. But he didn't think they would understand. And he didn't want them to think that he was too crazy to be friends with.

It didn't matter what his friends thought, or what homework his teachers assigned him, or how many laps he had to run in gym class that day. Robin closed his eyes and told himself that school would soon be over, and he'd be home before he knew it!

After Robin arrived home that evening, he and his dad prepared their bird-watching tools: they had three pairs of binoculars in the garage, safely wrapped up in a box so that they stayed free of dust and didn't get scratched. Dad sent Robin into the garage to retrieve them-carefully, without letting the binoculars roll around in the box. While Robin went to get the binoculars, his dad found the special cloth they used to wipe down the instruments. Robin's dad cleaned the glass; Robin got to do all the other parts.

Before the sun set, they tested the binoculars in the backyard. They had three different kinds of binoculars, to achieve three different kinds of zoom. The heaviest set brought you closest to your target, but Robin found it difficult to hold steady while he trained his eyes and the lens on the birds on faraway tree branches. He let his father use that one, while he went back and forth between the two smaller ones. They weren't kid-sized or anything; they were just smaller for better grip and for shorter distances. And anyway, Robin had better eyes than his dad. He was still young and didn't wear glasses. His father did, though.

In the backyard, Robin's dad made him follow the same instructions they would follow the next morning in the woods at the other end of town, where many birds gathered to build nests, take care of their young, and, most exciting, teach their babies how to fly. This review session was helpful for Robin, because it reminded him of what he had to do, how to do it quickly and quietly, and how to minimize his movements when switching between the two pairs of binoculars. Bird-watching involved a lot of waiting and staying quiet, so as not to disturb the birds, which tended to start at the slightest sound. If Robin had to maneuver between tools and the guide book, he would have to be prepared!

The guide book was a vital part of their bird-watching kit. Robin had gone through many books in the bookstore before selecting the one they now used whenever they went into the woods with their binoculars. Robin liked the format: large, clear pictures with helpful labels. He loved the maps in the book that showed him where all these birds lived, and how far they flew when they migrated to warmer climates.

in the winter. How busy birds always were! The guide book never failed to stupefy Robin.

Once Robin and his dad had reviewed their binocular techniques, they set their tools back in the box and kept it by the front door. It was dinner time, and Robin and his father talked about what birds they might see in the woods the next day, making predictions based on the season (spring) and the weather (a bit chilly, especially early in the morning). Robin suggested a few birds and his dad suggested a few more. Robin sometimes became superstitious about these things. For example, if he saw a cardinal through his classroom window on a Monday or a Wednesday, he had a feeling he would see one in the woods. If he saw one on a Tuesday or Thursday, though, he would not have the same luck. He didn't consider birds on Friday; it was too close to Saturday!

After dinner, they sat together with the guide book and named their favorites, and reminded each other of the bird calls and colors. First, they reviewed information about Robin's favorite bird, robins. His favorite color was red, so next he went straight to the page about cardinals.

In the woods the next morning, Robin and his father moved around quietly, almost stealthily, as they positioned themselves near some trees and farther away from others. They crunched through some peanuts and tossed the shells onto the ground, along with some birdseed. This tended to attract birds to the area.

They waited a while, and then Robin heard movement. Rustling leaves. What were the birds eating? Where were they-hidden behind the tree trunks? Robin moved the binoculars slowly to the left, his eyes looking through them to whatever might be waiting to be discovered. He caught a glimpse of something red. Could it be? Robin stiffened. His father did too, as they focused their instruments.

Out of the dense foliage stepped a very large creature in red. Not a cardinal, not a robin, not an owl, not a pigeon, not a sparrow-not a bird at all! It was Mrs. Drew!

"Now there's something I've never seen before!" Robin said.

Name: _____ Date: _____

1. What do Robin and his father do on weekends?
2. Robin doesn't tell his friends that bird-watching is more exciting than any movie even though he wants to. Why doesn't Robin tell his friends this?
3. Robin and his father take very good care of their bird-watching instruments. What evidence from the text supports this statement?
4. Why is being patient important while bird-watching?
5. What is the main idea of this story?
6. Read the sentences and answer the question.

"Dad sent Robin into the garage to retrieve them-carefully, without letting the binoculars roll around in the box. While Robin went to get the binoculars, his dad found the special cloth they used to wipe down the instruments. Robin's dad cleaned the glass; Robin got to do all the other parts."

What does the word "instrument" mean as used in this text?

7. What word or phrase best completes the sentence?

Robin and his father must walk quietly in the woods. _____, they might scare the birds away.

8. How do Robin and his dad prepare their binoculars for bird-watching?
9. Why does Robin need to wait and stay quiet while bird-watching? Support your answer using evidence from the text.
10. Describe at least two traits that make a good bird-watcher. Support your answer using evidence from the text.