

WonderSkills

Reading

ADVANCED

1



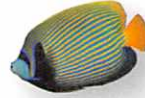
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Introduction

Unit Opener

This section introduces the theme with a related picture to stimulate learners to think about what they will read and learn about.

Essential Question

Each unit begins with a question that encourages relevant inquiry into the core unit content. Learners work to answer this question throughout the unit.

UNIT 5
Theme: Inventions

Mary Anderson's GREAT INVENTION

Essential Question
How can problem solving lead to new ideas?
Read about how someone solved a problem and invented something new.

Build Background
Read and say what you think.
• What do you see in the picture?
• What problems do you think it can solve?
• How do people come up with new ideas?

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Vocabulary

A. Look at the pictures and read the words.



B. Write the words next to the correct meanings.

1. n. a way of solving a problem _____
2. n. an electric vehicle that runs on rails along city streets _____
3. n. part of an object that can be held to lift or move the object _____
4. n. a plan or drawing of something that is going to be made _____
5. n. the window at the front of a car or a truck _____
6. n. a small copy of something before it is made full size _____
7. n. something that was never made before _____
8. n. tools for clearing water and dirt from windshields _____

C. Read and choose the correct words.

1. You should rub your glasses with / of a soft cloth.
2. Tom wiped the dust to / off the table before he started his work.
3. Martha is waiting at / for her brother to come back from school.

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Build Background

This section helps students activate their background knowledge by answering questions. Learners will talk about the picture and relate the theme to their own experiences.

Vocabulary

This section introduces key vocabularies with definitions and useful collocations from the text. This prepares learners for the subsequent reading text.

Reading Text

A variety of fiction and non-fiction texts with attractive illustrations and interesting text features is presented for learners to engage with the reading.

Genre: Biography

Mary Anderson's GREAT INVENTION

Cars were very different a long time ago. They were noisy and slow. Cars did not even have windshield wipers!

When it rained, drivers rubbed their windshields with an onion. The oil from the onion helped the rain flow off the windshield. This was not a perfect solution, but it helped. Then a woman named Mary Anderson solved this problem.

It Started with Snow
In the winter of 1902, Mary traveled to New York City. It was snowing. She was cold and wet, so she rode a streetcar. There was snow on the streetcar's windshield. The driver could not see. Mary watched him push the windshield open. This helped the driver see, but it let the cold and snow into the streetcar.

Mary saw cars stop in the street. Drivers had to get out and wipe snow off their windshields. The cars behind had to wait for them. As a result, cars moved slowly.

Solving the Problem
Mary thought hard about what to do. She had an idea. She drew a picture of it and wrote notes. Next, she worked on a design. It looked simple, and she hoped it would be easy for drivers to use.

Mary built a model. Then she tested her invention. The driver moved a handle so that a wiper could move back and forth. It wiped away rain and snow. Mary's idea worked!

The wipers began to sell. Driving became safer and easier because of Mary Anderson's idea.

Mary Anderson's Windshield Wiper
The first windshield wiper was named by a handle inside the car.

Make Connections
Discuss how Mary Anderson's solution to a problem led to a new idea.
ESSENTIAL QUESTION

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Make Connections

This section helps learners connect the text to the Essential Question and expand their understanding of the text and the theme.

Reread Comprehension Check

A. Choose the correct answers.

- What is the story about?
 - It is about Mary Anderson traveling to New York City.
 - It is about how cars in the past are different from cars today.
 - It is about how windshield wipers were invented.
- What was the problem that Mary saw when she rode a streetcar?
 - Streetcars had no windshields to protect the people from the cold.
 - Drivers had to get out and wipe snow off their windshields.
 - Cars moved slowly because of the snow on the streets.
- How did Mary Anderson solve the problem?
 - She invented wipers that kept car windshields clean.
 - She invented the way of using snows to clean the windshields.
 - She invented windshields that can melt snow.
- What can be inferred about people who invent things?
 - They like to design and build their own inventions.
 - They like to solve problems and help people.
 - They like to make new things that they can sell.

B. Read and circle TRUE or FALSE.

- Before windshield wipers were invented, people did not drive when it rained. **TRUE / FALSE**
- Mary Anderson's invention was a tool to open windshields. **TRUE / FALSE**
- Cars moved slowly on snowy days because drivers had to stop and wipe off the snow. **TRUE / FALSE**
- Driving became safer because of Mary Anderson's invention. **TRUE / FALSE**

C. Answer the questions.

- When it rained, what did drivers do to keep rain off their windshield? _____
- How did Mary Anderson's windshield wiper work? _____

Reread Comprehension Strategy

Ask and Answer Questions
As you read, stop and ask yourself questions about what you are reading. Then look for details in the text to support your answers. **Asking and answering questions** can help you understand the text better.

Use Text Evidence

Step 1
Reread the text. Complete the questions with the words from the box.

There was snow on the streetcar's windshield. The driver could not see. Mary watched him push the windshield open. This helped the driver see, but it let the cold and snow into the streetcar.

Word Box	What	Why	How
1. _____ did the driver push open the windshield?			
2. _____ happened after the driver opened the windshield?			
3. _____ did opening the windshield help the driver?			

Step 2
Write the number of the questions next to the correct answers. Then write your own question and answer it.

Answer A: The cold and snow got into the streetcar. _____

Answer B: This helped the driver see. _____

Answer C: There was snow on the streetcar's windshield. The driver could not see. _____

Your Question: _____

Your Answer: _____

Comprehension Strategy

This section teaches learners important reading strategies that help them become active and purposeful readers. These techniques are taught in the series:

- visualize
- summarize
- reread
- make predictions
- ask and answer questions

Comprehension Check

This section provides a series of comprehension questions such as multiple-choice, true or false, and open-ended questions that check and ensure learners' understanding of the text.

Reread Comprehension Skill

Cause and Effect
A **cause** is why something happens. An **effect** is what happens because of an event. Words such as **because** and **as a result** help you find the cause and effect.

Use Text Evidence
Reread the text. Look at the chart that shows the cause and effect.

In the winter of 1902, Mary traveled to New York City. It was snowing. She was cold and wet, so she rode a streetcar. There was snow on the streetcar's windshield. The driver could not see.

Cause	Effect
Mary was cold and wet.	Mary rode a streetcar.
There was snow on the streetcar's windshield.	The driver could not see.

Your Turn
Reread the text. Complete the chart with the correct causes and effects.

When it rained, drivers rubbed their windshields with an onion. The oil from the onion helped the rain flow off the windshield.

Cause	Effect
Drivers rubbed their windshields with an onion.	

Drivers had to get out and wipe snow off their windshields. The cars behind had to wait for them. As a result, cars moved slowly.

Cause	Effect
	Cars moved slowly.

Summary
Fill in the blanks to complete the summary.

with an onion A long time ago, cars did not have windshield wipers. When it rained, drivers rubbed their back and forth windshields. When it snowed, drivers had to get out and wipe snow off their built a model windshields. Cars _____ as a result. become easier Mary Anderson had an idea to _____. She made a design of a windshield wiper and moved slowly The wiper moved _____ and wiped away rain and snow. Driving solve the problem _____ because of Mary's invention.

Vocabulary Review
Complete the sentences with the correct words. Two words will not be used.

Word Box	windshield	streetcar	designs	solved	model
	solution	invention	handle	wipers	driver

- Peg turned the _____ on to wipe away the raindrops.
- The light bulb is Thomas Edison's _____.
- You need to pull the door by its _____ to open it.
- You are the only one who can find a(n) _____ to this problem.
- The company built a(n) _____ of the building before the construction started.
- My grandfather had a job driving a(n) _____ when he was young.
- You have to look through the _____ of the car while you are driving.
- Bill won prizes for his beautiful _____ of buildings in New York.

Make Connections What inventions have made your life better? _____

Summary

This section is designed for learners to demonstrate their understanding of the text by completing the summary with key phrases from the reading.

Vocabulary Review

This section provides learners with additional practice in different contexts to consolidate their knowledge of the vocabulary.

Comprehension Skill

This section teaches learners important skills that help them build a sustainable reading routine and become fluent readers. These techniques are taught in the series:

- main idea and key details
- compare and contrast
- character
- point of view
- sequence
- author's point of view
- problem and solution
- theme
- cause and effect

Make Connections

This section helps learners connect the Essential Question, theme, and the text to their personal experiences.

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The Big Idea How can learning help us grow?

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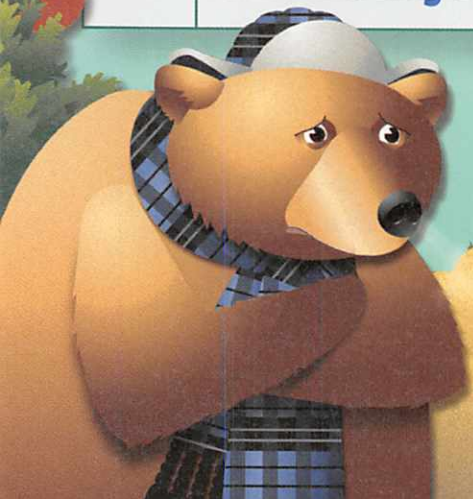


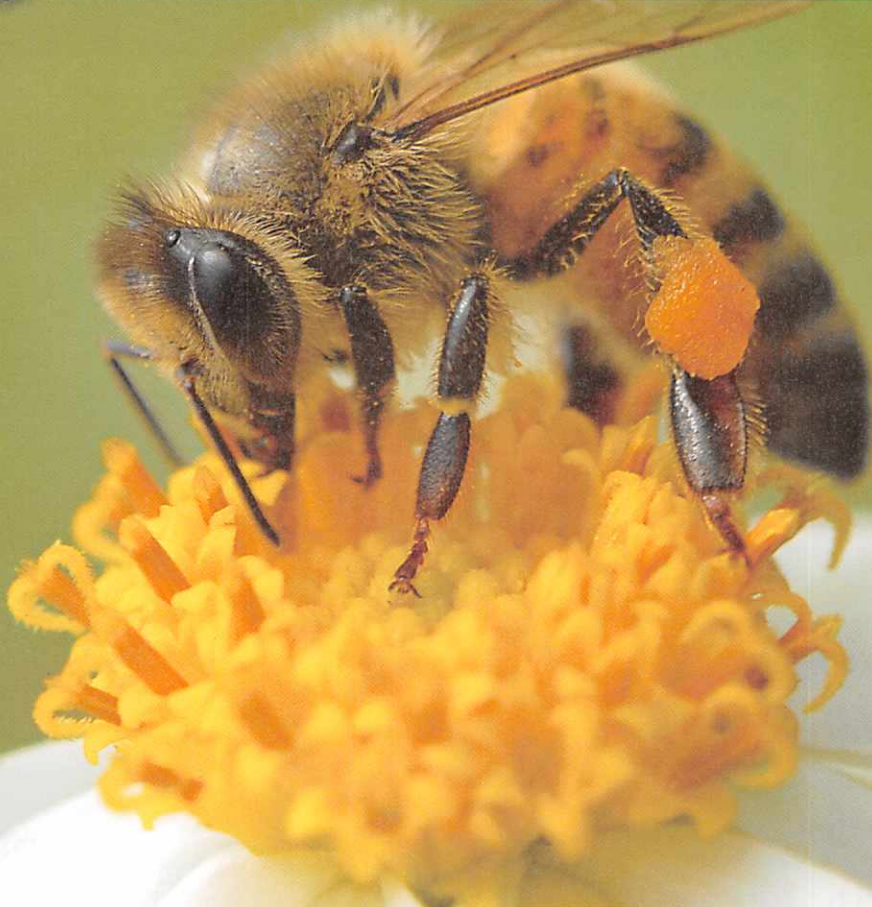
Figure it Out

The Big Idea What does it take to solve a problem?

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More than Honey



Essential Question

Why is it important to learn new things?

Read about how important bees are to the world around them.

Build Background

Read and say what you think.

- What do you see in the picture?
- What do you think the bee is doing?
- How do bees get from place to place?

Vocabulary

A. Look at the pictures and read the words.  02



produce



beekeeper



sting



collect



nectar



powder



pollen



important

B. Write the words next to the correct meanings.

1. *v.* to cause a sharp pain in the skin from contact with an insect or plant

2. *n.* a material that is made up of very small, dry pieces _____
3. *v.* to bring or gather things together _____
4. *n.* yellow dust that is made by flowers _____
5. *adj.* very special; of great value _____
6. *v.* to grow or make a large amount of something _____
7. *n.* a person who takes care of bees _____
8. *n.* a sweet, sticky liquid made by flowers _____

C. Read and choose the correct words.

1. Bob takes care **into / of** animals at the animal shelter.
2. She collects beautiful shells **from / before** the beach.
3. It takes about eighteen months for some puppies to grow **into / from** dogs.

More than Honey



Have you ever tasted honey? Honey is a sweet, delicious treat. Bees **produce** honey. Without bees, there wouldn't be any honey.

Bees live in hives. They can **sting** people, and it hurts a lot! The people who take care of the hives are called **beekeepers**. They wear a special suit so they don't get stung.

Beekeepers work hard to make sure each hive is healthy. Then they **collect** honey from the hives. But did you know that bees do more than make honey? They also help flowers grow into fruit.



Here's how it works. Farmers plant seeds for fruits, such as strawberries and blueberries. These seeds grow into plants, and the plants grow flowers. These flowers have a sweet juice, called **nectar**, in them. Bees love nectar. They collect it from flowers and take it back to their hives. They then work in the hive to use this nectar to make honey.

As bees get the nectar, something else happens. A plant's flower also has a yellow **powder** called **pollen**. When a bee visits a flower to collect nectar, the pollen gets onto its body. The bee then flies to other flowers and takes the pollen to them. The pollen helps those flowers grow into fruit.

Bees are very **important** to plant life.



Make Connections

Why are bees important to plant life?

ESSENTIAL QUESTION

A. Choose the correct answers.

1. What is the passage mainly about?
 - a. It is about how plants can grow into fruit.
 - b. It is about bees and what they can do.
 - c. It is about how nectar becomes honey.
2. What is NOT a beekeeper's job?
 - a. Beekeepers carry pollen to hives.
 - b. Beekeepers make sure hives are healthy.
 - c. Beekeepers collect honey from hives.
3. Where do bees get nectar to produce honey?
 - a. Bees get nectar from seeds.
 - b. Bees get nectar from flowers.
 - c. Bees get nectar from fruits.
4. What can be inferred from the fifth paragraph?
 - a. Bees play an important part in making honey.
 - b. Bees play an important part in producing pollen for plants.
 - c. Bees play an important part in helping plants make fruit.

B. Read and circle TRUE or FALSE.

- | | |
|--|--------------|
| 1. Beekeepers wear a special suit so they don't get stung. | TRUE / FALSE |
| 2. Nectar is a sweet juice that bees get from flowers. | TRUE / FALSE |
| 3. Bees grow pollen and carry it to different flowers. | TRUE / FALSE |
| 4. Bees need pollen to grow and make honey. | TRUE / FALSE |

C. Answer the questions.

1. What are the two things that bees do?

2. How do bees move pollen from one flower to another?

Summarize

When you **summarize**, you tell the most important ideas and details from a text. Summarizing a text helps you understand the text better.

Use Text Evidence

Step 1

Reread the text. Underline the details that should be included in the summary.

Here's how it works. Farmers plant seeds for fruits, such as strawberries and blueberries. These seeds grow into plants, and the plants grow flowers. These flowers have a sweet juice, called **nectar**, in them. Bees love nectar. They collect it from flowers and take it back to their hives. They then work in the hive to use this nectar to make honey.



Step 2

Summarize the text in Step 1 with the words from the box.

Word Box

flowers

honey

nectar

seeds

Farmers plant _____ that grow into plants. These plants grow _____ that have nectar in them. Bees collect the _____ and bring it to their hives to make _____.

Main Idea and Key Details

The **main idea** is the most important idea that the author wants you to remember about a topic. **Key details** are supporting details that tell about the main idea.

Use Text Evidence

Reread the text. Look at the chart that shows the main idea and key details.

As bees get the nectar, something else happens. A plant's flower also has a yellow **powder** called **pollen**. When a bee visits a flower to collect nectar, the pollen gets onto its body. The bee then flies to other flowers and takes the pollen to them. The pollen helps those flowers grow into fruit.

Main Idea	Bees help flowers grow into fruit.
Key Detail	A plant's flower has a yellow powder called pollen.
Key Detail	The pollen gets on the bee's body when a bee visits flowers for nectar.

Your Turn

Reread the text. Complete the chart with the key details.

Honey is a sweet, delicious treat. Bees **produce** honey. Without bees, there wouldn't be any honey.

Here's how it works. Farmers plant seeds for fruits, such as strawberries and blueberries. These seeds grow into plants, and the plants grow flowers. These flowers have a sweet juice, called **nectar**, in them. Bees love nectar. They collect it from flowers and take it back to their hives. They then work in the hive to use this nectar to make honey.

Main Idea	Bees produce honey.
Key Detail	
Key Detail	