

WonderSkills



Reading

ADVANCED

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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 10
Theme Learning to Succeed

ROCKETING INTO SPACE



Essential Question
Why are goals important?
Read how one man used his education and experience to reach his goals.

Build Background
Read and say what you think.

- What is the girl in the picture doing?
- What does she want to achieve?
- What goals did you have in the past? What did you do to achieve them?

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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 small craft used to land on the moon. _____
2. v. to try to discover facts about something. _____
3. n. a task or job that someone is given to do. _____
4. n. a person who travels to and works in space. _____
5. n. an official card or document that gives permission to have or do something. _____
6. n. the stress and worry you feel about something you have to achieve. _____
7. adj. having made a strong decision to do something. _____
8. n. a vehicle used for travel in outer space. _____

C. Read and choose the correct words.

1. Mr. Owens is for / in charge; you should ask him for the information.
2. Emily left the cage open and her bird flew down / off.
3. This project took many years of hard work, but it all paid out / off in the end.

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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

ROCKETING INTO SPACE



Neil Armstrong was a famous American **astronaut**. He first flew in an airplane when he was six. He loved it. He was **determined** to learn to fly when he grew up.

Armstrong was smart and a hard worker. He did all he could to reach his goal. He read flight magazines to **research** flying. He worked at a store and did odd jobs, such as cleaning planes. This gave him money for flying lessons. He got his pilot's **license** at sixteen years old. He could fly a plane before he could drive a car!


After college, he joined NASA in 1962. His first space **mission** was on Gemini 8. The task for Armstrong and his partner, David Scott, was to join two **spacecraft** in space. They completed the job successfully.

His next space trip was on July 16, 1969. This was on the spacecraft Apollo 11. The mission was to land on the moon. Armstrong was in charge, with Edwin "Buzz" Aldrin and Michael Collins in the crew. They flew through space for four days. Then Armstrong and Aldrin got into a **lunar module**, a tiny spacecraft built to land on the moon.

As they were about to land, there was a problem. The surface was very uneven with huge rocks everywhere. It was too dangerous to land. Armstrong flew off quickly to find a smoother area. He only had 60 seconds to do so. Back on the Earth, people were holding their breath. But Armstrong stayed calm under **pressure**. With seconds to go, he brought the lunar module down safely onto the moon's surface.

Armstrong went out first. As he took a step, he said, "That's one small step for a man, one giant leap for mankind."

His hard work paid off. On July 20, 1969, he made history. He was the first person to walk on the moon!



Make Connections
How did Armstrong's goal as a child help him as an adult?
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 passage mainly about?
 - It is about Armstrong's achievements as an astronaut.
 - It is about how Armstrong built a spacecraft.
 - It is about the job Armstrong did on the moon.
- How did Armstrong pay for flying lessons?
 - He joined NASA and went on space missions.
 - He did research and wrote for flight magazines.
 - He worked at a store and cleaned planes.
- What was Armstrong's first space mission?
 - His mission was to land on the moon.
 - His mission was to join two spacecraft in space.
 - His mission was to fly through space for four days.
- What can be inferred about Armstrong?
 - He was very proud to be the first person who walked on the moon.
 - He was a calm person who could work well under pressure.
 - He was smart and studied hard in college to learn to fly.

B. Read and circle TRUE or FALSE.

- Armstrong had wanted to fly since he was a young boy. TRUE / FALSE
- Armstrong's first space mission was on Apollo 11. TRUE / FALSE
- Armstrong got into a lunar module to join two spacecraft in space. TRUE / FALSE
- The moon's surface was very smooth. TRUE / FALSE

C. Answer the questions.

- What problem did Armstrong face when he tried to land on the moon? _____
- What did Armstrong say as he took his first step onto the moon? _____

Reread Comprehension Strategy

Reread
As you read, stop and think about new facts and ideas in the text. Do you know what these facts and ideas mean? **Reread** to understand the information in the text.

Use Text Evidence

Step 1
Read the questions. Reread the text to find the answers.

Question 1 When was Armstrong's second space trip? _____

Question 2 What did Armstrong get into to land on the moon? _____

Question 3 What was Armstrong's first task in space? _____

After college, he joined NASA in 1962. His first space mission was on Gemini 8. (a) The task for Armstrong and his partner, David Scott, was to join two spacecraft in space. They completed the job successfully.

(b) His next space trip was on July 16, 1969. This was on the spacecraft Apollo 11. The mission was to land on the moon. Armstrong was in charge with Edwin "Buzz" Aldrin and Michael Collins in the crew. They flew through space for four days. Then (c) Armstrong and Aldrin got into a lunar module, a tiny spacecraft built to land on the moon.

Step 2
Reread the text in Step 1 and complete the sentences.

- Armstrong's second space trip was _____.
- Armstrong and Aldrin got into a _____, a tiny spacecraft built to land on the moon.
- Armstrong's first task was _____.

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

Problem and Solution
Some texts describe a **problem** that needs to be fixed or solved. The text often tells the steps to a **solution**.

Use Text Evidence
Reread the text. Look at the chart about a problem and the step to solve it.

He worked at a store and did odd jobs, such as cleaning planes. This gave him money for flying lessons. He got his pilot's license at sixteen years old.

Problem: Armstrong didn't have money to pay for flying lessons.	→	Step: He worked at a store and did odd jobs, such as cleaning planes.	→	Solution: He got money for flying lessons and got his pilot's license.
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Your Turn
Reread the text. Complete the chart to show the steps to a solution.

As they were about to land, there was a problem. The surface was very uneven with huge rocks everywhere. It was too dangerous to land. Armstrong flew off quickly to land in a smoother area. He only had 60 seconds to do so. Back on Earth, people were holding their breath. But Armstrong stayed calm under pressure. With seconds to go, he brought the lunar module down safely onto the moon's surface.

Problem: There were huge rocks and it was too dangerous to make a landing.	↓	
Step 1: Armstrong _____	↓	
Step 2: He _____	↓	
Solution: Finally, Armstrong _____		

Summary
Fill in the blanks to complete the summary.

work on the moon	From the age of six, Neil Armstrong _____ learns to fly. He worked at different jobs to _____ his flying lessons. He joined NASA in 1962. His _____ was on Gemini 8 and it was successful. In 1969, Armstrong and his crew had a new mission: to land on the moon. At first, Armstrong _____ a safe place to land, but he quickly found _____. He was successful, and he then became the first person to _____
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Vocabulary Review
Complete the sentences with the correct words. Two words will not be used.

Word Box: lunar module, spacecraft, research, mission, lesson, determined, astronaut, pressure, license, safely

- Astronauts need air() _____ to land on the moon.
- Sam studied hard because he was _____ to do well in his exams.
- Few _____ (s) to find the spy among the police officers.
- Anna loved astronomy and trained to be an() _____.
- Bill was under a lot of _____ at work today.
- Paul will need air() _____ if he wants to ride a motorcycle to work.
- Amy will _____ different animals and choose one for her report.
- The book is about a girl who builds air() _____ and flies to Mars.

Make Connections Talk about your goal and how you will reach it.

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

Make Connections

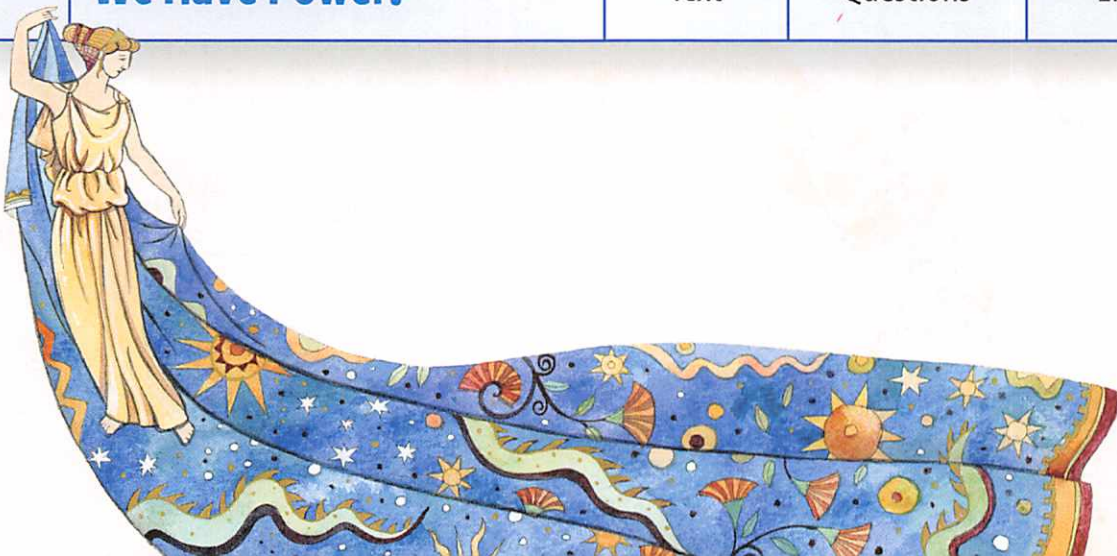
This section helps learners connect the Essential Question, theme, and the text to their personal experiences.

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The Big Idea What are ways people can take action?

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Think It Over

The Big Idea How do we decide what's important?

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OUR PLACE



Essential Question

How can we reach our goals?
Read how a group of children
work together to reach a goal.

Build Background

Read and say what you think.

- What are these girls doing?
- What are the girls trying to achieve?
- What is one goal that you want to achieve this year?

Vocabulary

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



lot



dump



litter



strew



wheelbarrow



load



lawnmower



transform

B. Write the words next to the correct meanings.

1. v. to throw or leave trash on the ground _____
2. n. a machine used to cut grass _____
3. v. to change something into a much better thing _____
4. v. to spread something over the surface of an area _____
5. n. a cart with two handles and one wheel used to carry small loads

6. v. to put big or heavy things into something _____
7. n. a place where trash is taken _____
8. n. an area of land that is used or could be used for building something

C. Read and choose the correct words.

1. Water dripped **from / by** a hole in the ceiling.
2. Tina has to clean **up / through** her room before she can go to the park.
3. My teacher put **around / together** a schedule for the project.

OUR PLACE

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Abel, Natalie, and Zach looked through the fence at the empty **lot**.

Abel spoke first. "This place looks like a **dump**," he said.

The lot was **littered** with trash and old tires. Weeds grew everywhere, and dirty water dripped from a broken fountain.

"It's ugly now, but it could be beautiful," said Natalie.

Zach looked at his friends. "Let's clean it up," he said. "People should be able to come here and enjoy this place."

The friends put together a plan and asked other children to help. They knew the extra help would make a big difference.



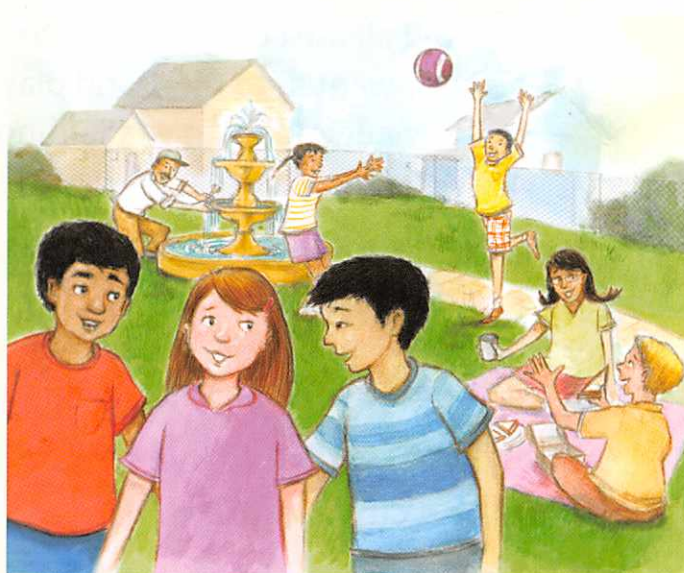
On Saturday morning, the children picked up the trash that was **strewn** all over the lot. After lunch, some of them put the tires into a **wheelbarrow** and pushed it to a truck. Then, they **loaded** the tires into the back. Zach's mom drove the truck to a place that recycles tires. Later, some boys and girls pulled out the weeds. Natalie's uncle lent them a **lawnmower** to cut the grass.

On Sunday morning, everyone came back to keep working. They gathered the bags of trash and placed them in the truck. By late afternoon, it was finally time to rest.

Abel's dad came with snacks and water. He also brought his tools. "This fountain worked when I was your age, but it broke years ago," he said. "I'll try to fix it."

"You played here when you were younger?" asked Natalie.

"I sure did," answered Abel's dad.



Soon, the fountain was working again.

Now, the lot was a place for people in their community to meet and play. They looked around with pride as they saw how their hard work had **transformed** it.

"You were right, Natalie," said Abel. "Now the lot is beautiful. And we did it together!"



Make Connections

Talk about what Abel, Natalie, and Zach wanted to do. How did the three friends reach their goal?

ESSENTIAL QUESTION

A. Choose the correct answers.

1. What is the story about?
 - a. It is about how people can work together to reach goals.
 - b. It is about how keeping a park clean is important.
 - c. It is about how neighborhoods need a place to throw away trash.
2. Why did Zach, Natalie, and Abel ask other children to help?
 - a. They knew how much the other children would want to help.
 - b. They knew extra help would make a huge difference.
 - c. They knew their parents would want them to make new friends.
3. Why did all the children come back to the lot on Sunday?
 - a. They wanted to meet and play there.
 - b. They needed to finish planting the trees.
 - c. They needed to clear away the bags of trash.
4. What can be inferred about Abel's dad at the end of the story?
 - a. Abel's dad is happy that the empty lot is usable again.
 - b. Abel's dad is going to find other things to fix in the neighborhood.
 - c. Abel's dad thinks that keeping the lot clean is too much work.

B. Read and circle TRUE or FALSE.

1. The fountain worked when Abel's dad was the children's age. TRUE / FALSE
2. Other children helped when they saw the three friends working. TRUE / FALSE
3. Some of the parents helped the children with the work. TRUE / FALSE
4. The children turned the lot into a place that people can enjoy. TRUE / FALSE

C. Answer the questions.

1. How did the lot look at the beginning of the story?

2. How did the children remove the tires from the lot?

Ask and Answer Questions

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

Use Text Evidence

Step 1

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

On Sunday morning, everyone came back to keep working. They gathered the bags of trash and placed them in the truck. By late afternoon, it was finally time to rest.

**Word
Box**

What did

When did

Where did

1. _____ the children come back to keep working?
2. _____ the children place the trash bags?
3. _____ the children do in the late afternoon?

Step 2

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

Answer A

They rested.

Answer B

They came back on Sunday morning.

Answer C

They placed them in the truck.

Your Question

Your Answer

Sequence

The **sequence** tells the order of events in a story. A character's actions and words make up the sequence of events in a story.

Use Text Evidence

Reread the text. Look at the chart that shows the sequence of events.

On Saturday morning, the children picked up the trash that was **strewn** all over the lot. After lunch, some of them put the tires into a **wheelbarrow** and pushed it to a truck. Then, they **loaded** the tires into the back. Zach's mom drove the truck to a place that recycled tires.

Event 1	Some of the children put tires in a wheelbarrow and pushed it to a truck.
Event 2	They loaded the tires into the truck.
Event 3	Zach's mom drove the truck to a place that recycled tires.

Your Turn

Reread the text. Complete the chart by putting the events in order.

On Sunday morning, everyone came back to keep working. They gathered the bags of trash and placed them in the truck. By late afternoon, it was finally time to rest.

Now, the lot was a place for people in their community to meet and play.

Sunday morning	All the children came back to _____. They _____ the bags of trash and placed them _____.
Late afternoon	It was _____.
Now	People can _____ in the lot.