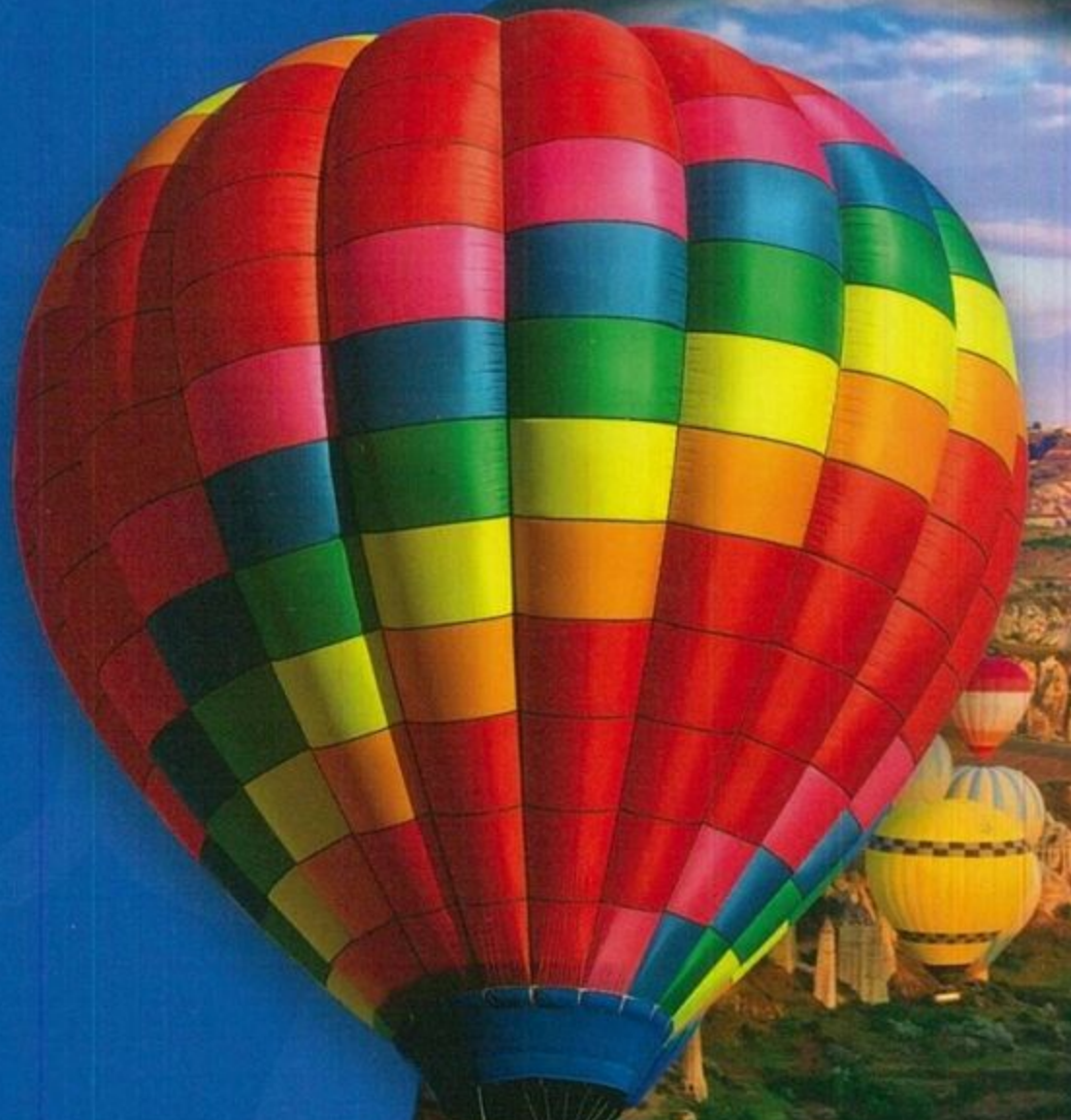


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Reading

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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.

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.

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.

Make Connections

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

UNIT 5
Theme: Ideas in Motion

THE BIG Race

Build Background
Read and say what you think.
• Where can you see a ride like this?
• What is the name of this ride? How does it move?
• What other rides do you know? How do they move?

Essential Question
How can science help you understand how things work?
Read how two friends want to use science to help them win a race.

Vocabulary

A. Look at the pictures and read the words.

compete	force	friction	zip
distance	apply	accelerate	curve

B. Write the words next to the correct meanings.

1. n. strength or power from pushing or pulling _____
2. n. the amount of space between two places or things _____
3. n. a smooth, rounded line _____
4. v. to take part in a contest and try to be better than someone else in it _____
5. v. to do something very quickly _____
6. v. to put pressure on something in order to have an effect _____
7. v. to move faster than before _____
8. n. the action of moving one object against another _____

C. Read and choose the correct words.

1. It is easier to get around / over / on when there is no traffic.
2. We just moved here, so we are not familiar in / with this area.
3. The road is wet, so we should slow under / down on the hill.

38 39

Genre: Narrative Nonfiction

The race is this weekend!

Yeah! I can't wait!

THE BIG Race

The school car race was happening on the weekend! Liam and Alex were planning to build a car to compete in the race. They wanted to learn what makes objects move fast. They went to the science museum to get help.

Liam and Alex told the front desk what they needed. Soon, a woman in a lab coat and skates approached them.

"Welcome to the science museum," said the woman. "My name is Clara. Are you the boys who want to learn here to make things go fast?"

"Yes," said Alex. "But, Clara, why are you wearing skates?"

"I'm a scientist here, and the museum is a big place," she answered. "Skates make it easier to get around! I can actually use skating to teach you how to make things go fast. You need to be familiar with scientific ideas like speed, force, and friction."

Liam and Alex stared as Clara zipped past them. "Speed is the distance, or how far, an object moves in a certain amount of time," said Clara. She pushed off from a wall. "A force is a push or a pull. When I apply a big enough force on an object, it moves. The harder the push, the bigger the force and the faster I go. For example, when I push against the wall, I accelerate, or increase my speed."

"That information helps," said Liam. "Giving our car a big push will make it go faster."

"That's right!" said Clara. "Now, tell me about the racing track."

"There are several curves, so we need to know how to turn quickly," said Alex.

"You should slow down before you turn," said Clara. "Otherwise, you could lose control. Friction is a force between two surfaces that slows things down." Clara bent her knee so that the skate's stopper rubbed against the ground. She rolled toward the boys and stopped. "Friction between the stopper and the floor makes me stop."

"This has been very helpful, Clara," said Alex. "Thank you! With science on our side, we'll be sure to win!"

Make Connections
Talk about what Liam and Alex learned from science to build a fast car.
ESSENTIAL QUESTION

You need friction.

stopper

40 41

Reread Comprehension Check

A. Choose the correct answers.

- What is the main idea of the story?
 - It is about a museum that teaches children about science.
 - It is about two boys learning to use scientific ideas to make a car go fast.
 - It is about two boys competing against each other in a school car race.
- Liam and Alex went to the science museum because _____.
 - they had a meeting with a scientist to talk about cars
 - they wanted to learn what makes objects move fast
 - they wanted to get more information about the car race
- What is true about the relationship between speed and force?
 - The smaller the force, the higher the speed.
 - The bigger the force, the lower the speed.
 - The bigger the force, the higher the speed.
- What does *g* in the seventh paragraph refer to?
 - it refers to the car that they plan to build.
 - it refers to the information that Clara gave them.
 - it refers to a big push that makes things go faster.
- What can be inferred from the story?
 - A curve in a racing track makes a car accelerate and go faster.
 - A scientist will do better in a race because he or she knows science well.
 - A force not only makes things move, but it also makes them stop.

B. Read and write T (True), F (False), or NG (Not Given).

- Clara wears skates because she needs them to teach science. _____
- The scientific idea of friction was first discovered using a skate's stopper. _____
- You will lose control if you go around a curve too quickly. _____

C. Answer the questions.

- What can the boys do to make their car accelerate? _____
- What should the boys do when they have to go around a curve? _____

Reread Comprehension Strategy

Reread
When you read, you may see new information or difficult ideas in the text. Stop and reread key sections to understand the information.

Use Text Evidence

Step 1
Read the questions. Reread the text and underline the answers.

Question 1 What is a force?
Question 2 What did Clara do to explain what a force is?
Question 3 What will happen if the boys give their car a big push?

Liam and Alex stared as Clara zipped past them. "Speed is the distance, or how far, an object moves in a certain amount of time," said Clara. She pushed off from a wall. "A force is a push or a pull. When I apply a big enough force on an object, it moves. The harder the push, the bigger the force and the faster I go. For example, when I push against the wall, I accelerate, or increase my speed."
"That information helps," said Liam. "Giving our car a big push will make it go faster."

Step 3
Reread the text in Step 1 and complete the sentences.

- A force is _____ that causes things to move.
- Clara _____ to show how a force causes things to move.
- The boys' car will _____ when they give it a big push.

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
Authors often explain how and why something happens in a story. A **cause** is why something happens. An **effect** is what happens because of that event or action.

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

The school car race was happening on the weekend! Liam and Alex were planning to build a car to compete in the race. They wanted to learn what makes objects move fast. They went to the science museum to get help.

Cause	Effect
Liam and Alex wanted to learn what makes objects move fast.	They went to the science museum to get help.

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

Clara pushed off from a wall. "A force is a push or a pull. When I apply a big enough force on an object, it moves. The harder the push, the bigger the force and the faster I go."

Cause	Effect

Clara bent her knee so that the skate's stopper rubbed against the ground. She rolled toward the boys and stopped. "Friction between the stopper and the floor makes me stop."

Cause	Effect

Summary
Fill in the blanks to complete the summary.

slow down _____
science museum _____
information helpful _____
build a fast car _____
make it accelerate _____
used skating _____

Liam and Alex wanted to _____ for a school race. They went to the _____ and met Clara. Clara _____ to explain how they could make their car go fast. She explained that a strong force like a push can move the car and _____. She also told them to use friction to _____ on a curve. The two boys found the _____ and felt sure that they would win the race.

Vocabulary Review

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

Word Box friction, apply, increase, competed, curve, slipped

- The motorbike was going too fast and lost control on the _____.
- The _____ between the tires and the road slowed the car down.
- The police car _____ past our bus on the way to school.
- He _____ against people from all over the world and won the race.

B. Circle the word or phrase that is closest in meaning to the underlined word.

- The race car accelerated before it reached the finish line. *slowed down / sped up*
- I measured the distance between the bed and the table. *space / height*
- He hit the ball with such force that it flew right out of the park. *speed / power*

Make Connections Talk about a time when science helped you understand one of your favorite activities.

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 has two parts:

- Activity A aims to provide learners with additional practice in different contexts to consolidate their knowledge of the vocabulary.
- Activity B tests learners' understanding of word forms, synonyms, and antonyms.

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

Make Connections

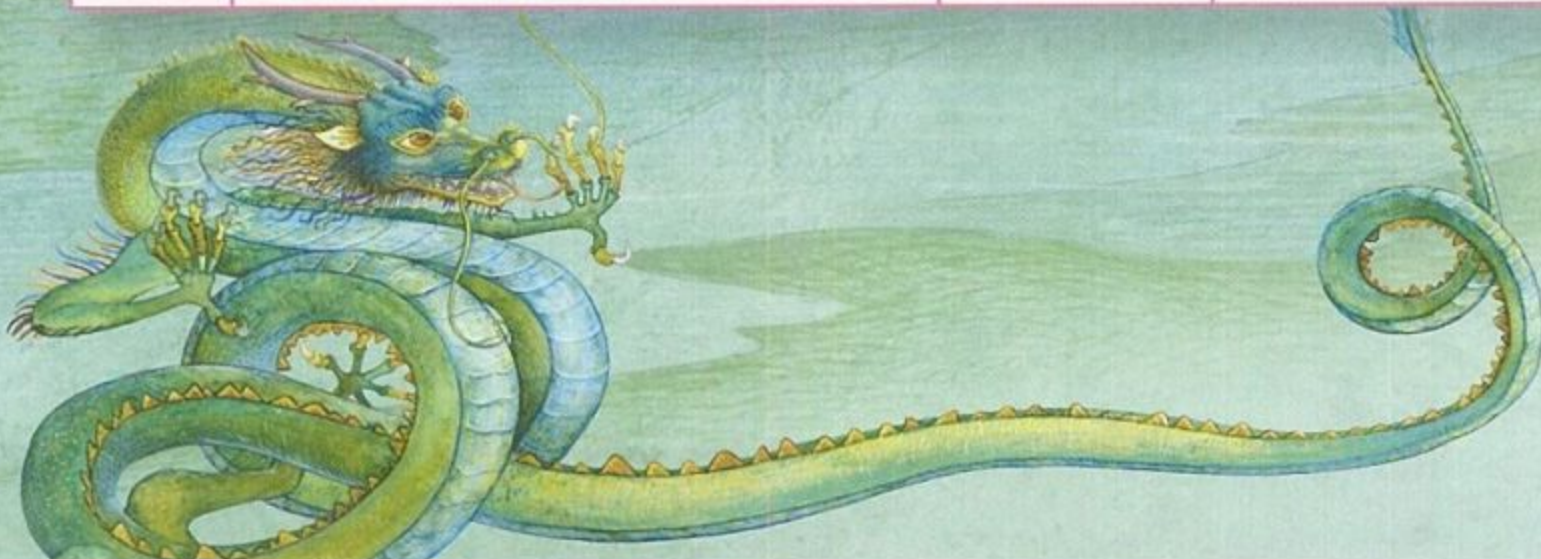
This section helps learners connect the Essential Question, theme, and the text to their personal experiences.

Table of Contents

Think It Through

The Big Idea How can a challenge bring out our best?

Unit	Title	Genre	Strategy	Skill	Page
1	Theme: Determination Little by Little Does the Trick	Folktale	Visualize	Problem and Solution	6
2	Theme: Clever Ideas The Dragon Problem	Fairy Tale	Make Predictions	Sequence	14
3	Theme: Stand Up for Yourself The Talent Show	Realistic Fiction	Make Predictions	Problem and Solution	22
4	Theme: Take Action A World of Change	Expository Text	Reread	Compare and Contrast	30
5	Theme: Ideas in Motion The Big Race	Narrative Nonfiction	Reread	Cause and Effect	38
6	Theme: Putting Ideas to Work The Business of Helping Others	Expository Text	Reread	Main Idea and Key Details	46

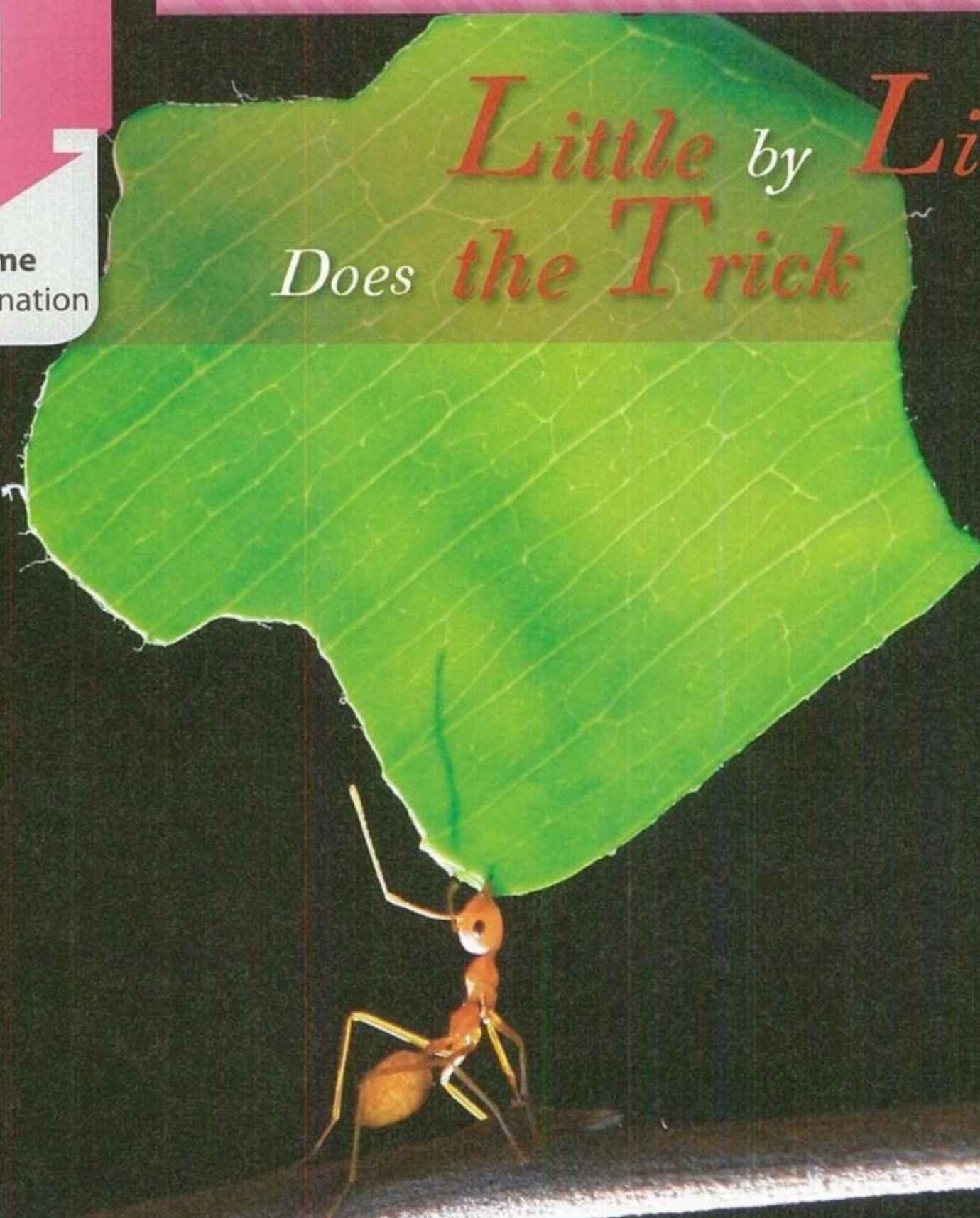


Amazing Animals

The Big Idea What can animals teach us?

Unit	Title	Genre	Strategy	Skill	Page
7	Theme: Fables Aesop: A Storyteller for All Time	Biography	Summarize	Cause and Effect	54
8	Theme: Animal Tales The Fisherman and the Kaha Bird	Folktale	Ask and Answer Questions	Theme	62
9	Theme: Animals in Fiction The Moonlight Concert Mystery	Fantasy	Ask and Answer Questions	Sequence	70
10	Theme: Natural Connections Rescuing Our Reefs	Narrative Nonfiction	Summarize	Main Idea and Key Details	78
11	Theme: Adaptations Animal Adaptations	Expository Text	Summarize	Main Idea and Key Details	86
12	Theme: Animals and Inventions Animals Show the Way	Expository Text	Reread	Cause and Effect	94





Little by Little
Does the Trick



Essential Question

How do people deal with challenges?

Read how a crow worked hard to overcome a problem.

Build Background

Read and say what you think.

- What is the ant doing?
- Is this an easy job for the ant?
- What do you do when you face a challenge?

Vocabulary

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



meadow



pitcher



thirst



ignore



reflection



pebble



poke



deserve

B. Write the words next to the correct meanings.

1. *n.* a small, smooth, round stone _____
2. *v.* to give no attention to someone or something _____
3. *n.* a field covered with tall grass _____
4. *v.* to push someone or something quickly with a finger or a sharp object

5. *n.* an image that can be seen in a mirror, glass, or water _____
6. *v.* to have or receive something in return for someone's qualities or actions

7. *n.* the state of not having enough water to drink _____
8. *n.* a container with a handle used to hold liquid _____

C. Read and choose the correct words.

1. The rainwater dripped **over / through** holes in the ceiling.
2. He forgot all about his fear **for / of** high places when he saw the view.
3. I dropped the stone **into / onto** the well and waited to hear the splash.

Little by Little *Does the Trick* 03

from the fable *The Crow and the Pitcher*

The day was hot, and the sun was high in the sky. It hadn't rained for weeks, and a young black crow was very thirsty. She looked at a farmer's house across the **meadow** and saw a water **pitcher** on his porch. The farmer had put the pitcher out to collect any drops of rain that might drip through the roof.

The crow was afraid of people, and she knew farmers did not like crows. But she also knew that she would die of **thirst** if she didn't drink water soon. She decided to **ignore** her fear and flew over the meadow.

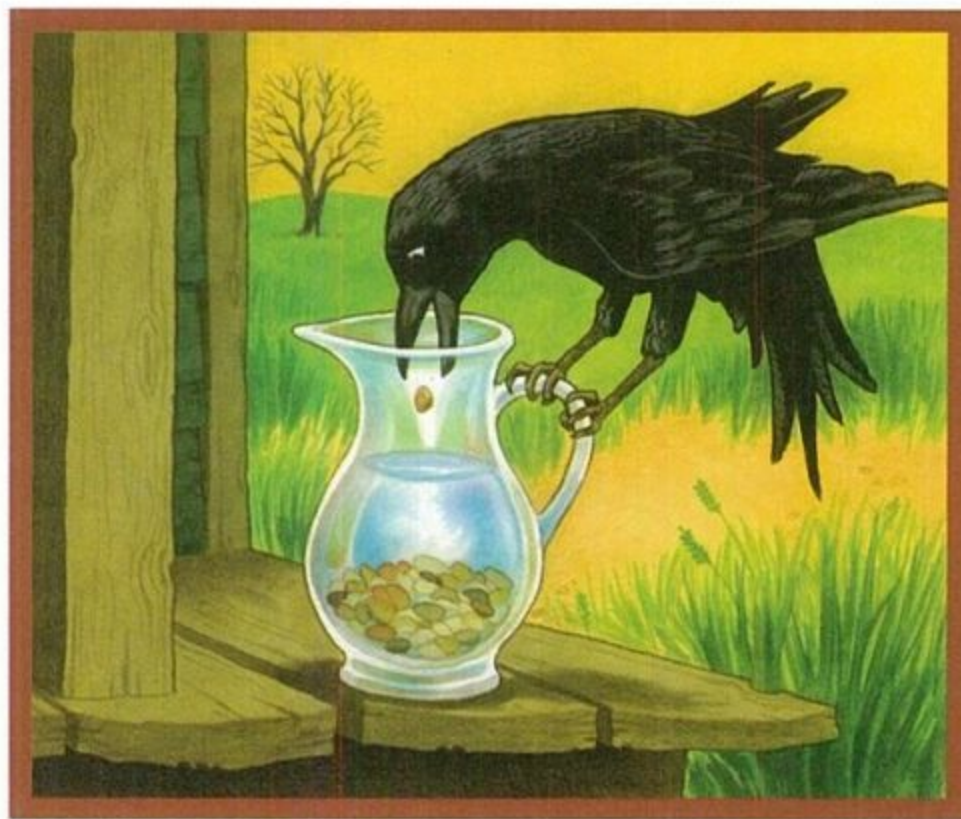
The crow landed on the pitcher's handle. She looked down at the water and saw her **reflection**. She immediately realized there was a problem. The water level was too low for her beak to reach. She looked around and saw a **pebble** in the grass near the farmer's house. This small rock gave her an idea.

The crow jumped down and used her beak to pick up the pebble. She flew back to the pitcher and dropped the pebble into the water. The pebble fell into the pitcher, hitting the water with a plop. Then she saw another pebble nearby. She picked up this pebble and dropped it into the pitcher, too. She did this over and over again. Slowly, the water level began to rise.

The crow worked all day, and she forgot about her fear of the farmer. Pebble after pebble dropped from her beak and into the water. Finally, she was able to **poke** her beak into the cool water and drink.

When the crow finished drinking, she looked up and saw the farmer smiling.

"Don't be afraid," he said. "You're a very smart crow. You **deserve** that water for all your hard work."



Make Connections

What did the crow do to overcome her thirst?

ESSENTIAL QUESTION

A. Choose the correct answers.

1. What can we learn from the story?
 - a. You should ask for help when you're in trouble.
 - b. If you don't give up, you will solve your problem.
 - c. Things are not scary when you ignore your fears.
2. What problem did the crow have?
 - a. She couldn't ignore her fear of the farmer.
 - b. She couldn't find enough pebbles in the meadow.
 - c. Her beak couldn't reach the water in the pitcher.
3. How did the crow make the water level rise?
 - a. She waited for drops of rain to drip through the roof.
 - b. She waited for the farmer to put more water into the pitcher.
 - c. She dropped pebble after pebble into the pitcher.
4. What does this in the fourth paragraph refer to?
 - a. It refers to picking up pebbles and dropping them into the water.
 - b. It refers to poking her beak into the water to drink.
 - c. It refers to looking around to see if the farmer is there.
5. What can be inferred from what the farmer said at the end?
 - a. The farmer is grateful for the hard work that the crow did for him.
 - b. The farmer admires the crow for her clever thinking and hard work.
 - c. The farmer is angry that the crow drank the water.

B. Read and write T (True), F (False), or NG (Not Given).

1. The crow was worried that she might die of thirst. _____
2. At night, the farmer sat out on his porch to enjoy the cool air. _____
3. The crow worked so hard that she forgot about the farmer. _____

C. Answer the questions.

1. Why did the farmer put a pitcher out on his porch?

2. What did the crow realize when she looked down into the pitcher?

Visualize

When you read, use the key words from the story to **visualize** what is happening. Visualizing the characters and the key events helps you understand the story.

Use Text Evidence

Step 1

Reread the text. Complete the chart by visualizing the words that describe the story and writing them.

The crow jumped down and used her beak to pick up the pebble. She flew back to the pitcher and dropped the pebble into the water. The pebble fell into the pitcher, hitting the water with a plop. Then she saw another pebble nearby. She picked up this pebble and dropped it into the pitcher, too. She did this over and over again. Slowly, the water level began to rise.



The crow

- The crow used her beak to pick up the pebble.
- She _____ into the water.
- She saw _____ nearby.
- She _____.

The pitcher

- A pebble fell into the pitcher, hitting the water with a plop.
- Another pebble _____.
- The water level _____.

Step 2

Fill in the blanks with the information from the chart in Step 1.

I can visualize what the crow is doing by reading the story. The crow _____
 _____ . She did this over and
 over again. I can visualize what is happening to the pitcher. _____
 _____ .