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Dear Mr. Witherspoon,

I am not a klutz, but I'm constantly hurting myself. My mother says it's my own fault for being so reckless, but how will I ever get to be a stuntman in the movies if I don't practice?

Your friend,  
Paul Shapiro

# The Colors of Childhood

I ran in my room,  
bounced once on the bed,  
did a flip in the air,  
and fell right on my head.

On the seat of my bike  
I stood straight and tall,  
as I waved to my mom  
and crashed into a wall.

The colors of childhood?  
I think there are two.  
The first one is black.  
The other is blue.



# Baby Turtles to the Sea

Dear Diary,

Last night they finally **hatched**! I thought it would never happen. What a sight! There were thousands of them and they were so cute!

Each baby sea turtle was only a couple of inches long. As soon as they were hatched, they headed straight from their nests on the beach to the ocean. Luckily, they hatched at night. Dr. Salazar says that most of the time that is what happens. If the babies hatch during the day, sea birds will eat most of them before they can make it to the sea.

We've been watching the turtle nests for weeks, making sure that nothing could hurt the eggs. The adult females came ashore about six weeks ago, also at night. There were hundreds of them. It's strange to think that each turtle comes back to the beach where it was born to lay eggs. They've been swimming around in the ocean for about 30 years. How did they ever find their way back?

When the turtles climbed up on the sand and dug their nests, they looked so clumsy. Each nest held between 100 and 150 eggs. It's a good thing all of us **volunteers** were here in Mexico. We kept watch on the nests and made sure nothing bothered them. The police also kept watch. They made sure **illegal** hunters didn't steal the eggs.

It's important to **guard** the beach because there are only a few beaches where these Olive Ridley sea turtles come ashore, and La Escobilla is one of them. Since humans are building on more and more beaches, the turtles are running out of places to lay their eggs. Turtles have been hatching here for millions of years. I hope they will continue to lay their eggs here for millions more years. I'm glad I was here to help them keep at it.



DOUG FERRINE/NATUREPL



REUTERS/OSWALDO RIVAS/NEWSCOM



# A Day in Rio

**A**rthur Barbosa de Asuncao (ah-soon-sow) is 8 years old and lives with his parents in Rio de Janeiro. Rio is a city in Brazil, the biggest country in South America. How does his day compare to yours?

which means “juices.” His favorite comes from acerola (ah-she-roh-la), a tropical fruit from the Amazon. The Amazon is the world’s second longest river. Almost all of it is in Brazil.

**6:45 a.m.** Arthur’s mom usually wakes him up and makes him breakfast. He has milk, bread and butter or biscuits and jam, juice, and coffee.

**2:00 p.m. to 6:00 p.m.**

Arthur hangs out with his friends or his dad. He likes to swim at the beach. He also likes to go for bike rides with his father.

**7:15 a.m.** School begins. Arthur studies Portuguese, which is what people speak in Brazil. He also studies math, science, and social studies. On Fridays, he has gym. He especially likes to play soccer.

**8:00 p.m.** Homework time. His mom and dad help him, especially with math.

**Noon** School is over for the day! After school, Arthur usually goes to the beach to play soccer with his friends. He lives just a couple of blocks from one of Rio’s beautiful beaches.

**9:00 p.m.** The family eats dinner. Brazilians eat late! Sometimes they have rice and beans and couve (koh-veh), which are chopped greens. Arthur’s favorite dessert is passion fruit pudding.

**1:00 p.m.** Arthur eats lunch when he gets home from the beach. Sometimes he eats at school because his mom works in the cafeteria. He loves sucos (soo-koosh),

**10:00 p.m.** Bedtime. Before bed, Arthur watches TV—soccer if it’s on, or cartoons.



JOHN MAIER, JR.

Far left: Arthur feeds his dog.

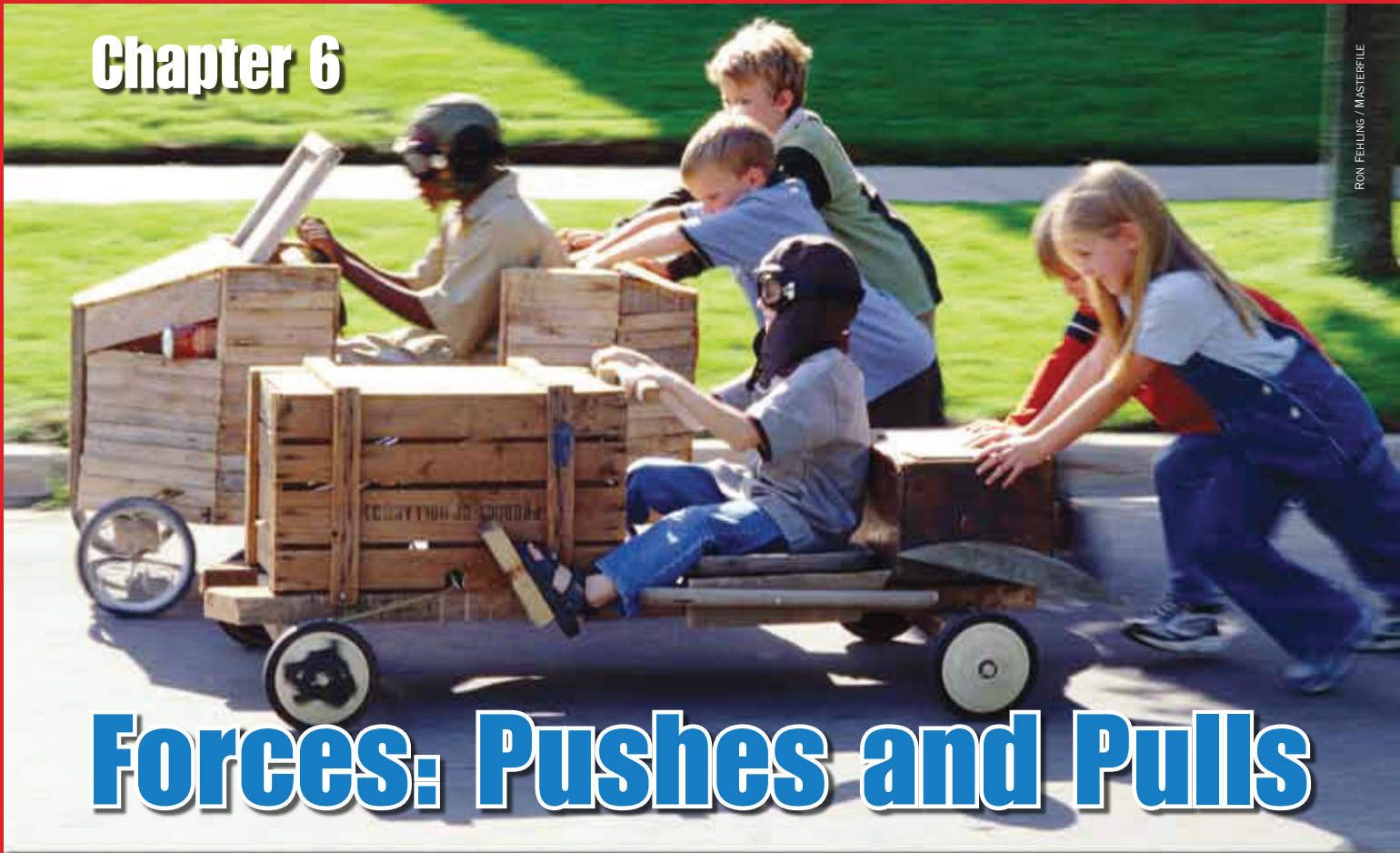
Near left: Then he heads to the beach to join his friends in a soccer match.



JOHN MAIER, JR.



## Chapter 6



RON FEHLING / MASTERFILE

# Forces: Pushes and Pulls

◆ All pushes and pulls are forces. It takes more **force** to move a heavier **object**.



FRANK STEIMAN / GETTY IMAGES

### Words to Know: force

**Main Idea:** It takes force to move objects, or things.

Many doors have signs posted on them that read “**push**” or “**pull**” to tell you what to do to open the door. Even without the sign, you know you have to push or pull to move the door.

You push or pull other objects throughout the day. You pull on your books to lift them from your desk, and you push the pedals on a bike. Pushes and pulls are a type of *force*.

A force is capable of moving things. A force can make an object move or stop, or it can make something change direction.

Heavier objects need additional force in order to move. You have to push hard on a heavy box to move it.

**Think:** What happens when you push on a wall?



# The Lion and the Mouse

From Aesop's Fables, by Aesop

Once, when a lion was asleep, a little mouse began running up and down the lion's back. This soon caused the lion to wake up. He then placed his huge paw upon the mouse and opened his big jaws to swallow him. "Pardon, O King," cried the little mouse. "Forgive me this time—I shall never forget your mercy. Who knows when I may be able to return the favor?" The lion was tickled at the idea of the little mouse helping a huge lion like him someday. So, he lifted up his paw and let him go.

Some time later, the lion got caught in a trap. The hunters who caught the lion desired to take him alive to the king. So, they tied him to a tree while they went in search of a wagon to carry him.

Just then, the little mouse happened to pass by. Seeing the sad situation that the lion was in, the mouse went up to him and gnawed through the ropes that bound the king of the beasts. "Was I not right?" said the little mouse.

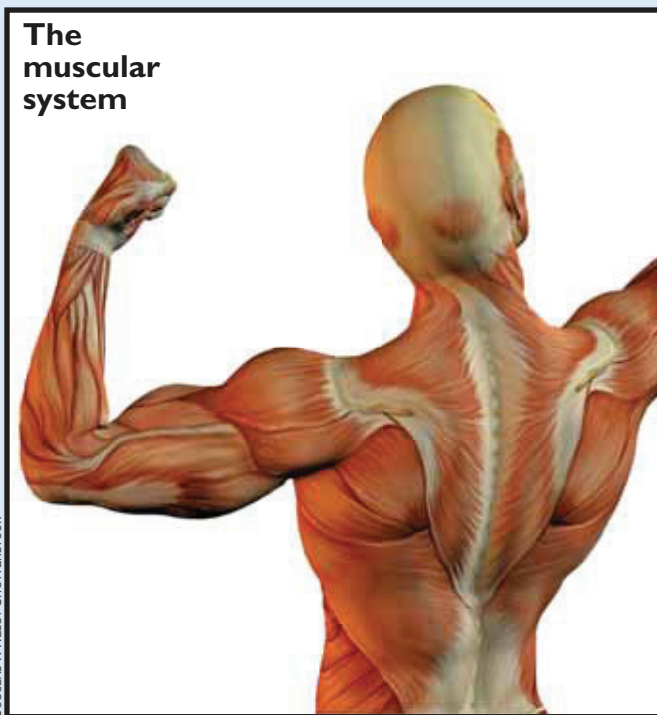
The moral of this fable is: Little friends may prove to be great friends.



# The Skeleton and Muscles

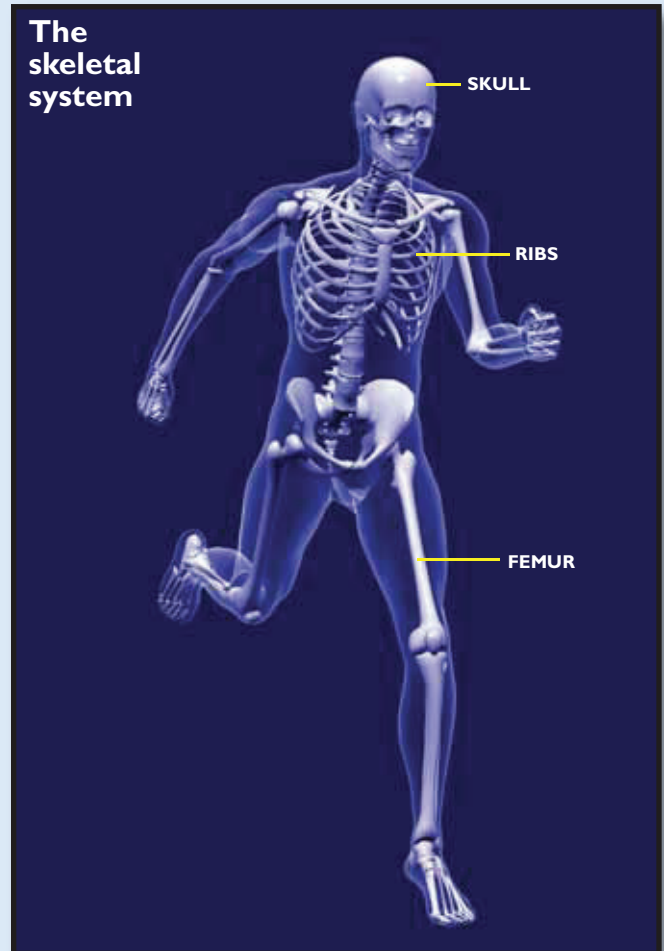
Bones are inside every part of your body. Bones connect together to make your skeleton, and your skeleton gives your size and shape. Each bone in your body has its own important job to do. Some bones, such as your skull, protect you. The skull protects your brain. Some bones, such as your ribs, give you shape. Ribs make the shape of your chest and protect your heart, lungs, stomach, and liver. Some bones, such as your femur, or thigh bone, give you strength to stand.

Bones may be soft on the inside, but they are hard on the outside. They are made from some of the same things you can find in rocks! These things are called *minerals*. Bones are also dry compared to the rest of the body. A large part of your body is made of water, but only a small part of your skeleton is.



DOUGLAS R. HESS / SHUTTERSTOCK

**Did you know that it takes more muscles to frown than to smile?**



LINDA BUCKLIN / SHUTTERSTOCK

All the bones of your skeleton are connected to each other, except for one. The thyroid bone is in your throat, behind your tongue and above your Adam's apple. Muscles hold it there.

What exactly are muscles? They are the parts of the body that move bones and make body organs such as the heart, lungs, and stomach work. Muscles are also in the walls of blood vessels to make blood move.

There are more than 650 different muscles in your body. Your muscles make up a little less than half your total body weight. So, if you weigh 60 pounds, your muscles weigh about 25 pounds.

## Chapter 5: An Eccentric Artist

# Diego Rivera



Diego Rivera

LIBRARY OF CONGRESS



One of Diego Rivera's colorful wall murals

Someone tells you to paint a picture. “All right,” you think. “No problem. I can fill the canvas pretty easily.” But what if the picture you are asked to paint is three stories high, two city blocks long, and one block wide? In other words, a total of 17,000 square feet (1,579 sq. m)!

Diego Rivera was one of modern Mexico's most famous painters. When he was asked to paint this huge picture, he did not waver for a minute. In total, Rivera painted 124 frescos, which showed Mexican life, history, and social problems.

A fresco is a painting on wet plaster. Special watercolors are used. Rivera had to plan ahead and sketch what he was going to paint. He used a special plaster. It had to have a certain amount of lime.

Rivera's aides would apply all but the final layer of plaster. Then they used sharp tools to dig

the outlines of Rivera's sketches into the plaster. Next, they made a mixture of lime and marble dust. This would be spread over the outline in a thin layer. As soon as this layer was firm—but not dry—Rivera would start to paint.

Every morning, his paints had to be freshly mixed. The pigments had to be ground by hand and mixed on a slab of marble. Rivera would not start working until the paints were perfect. Rivera would paint as long as there was daylight. He could not paint under artificial light. It would change how the colors looked.

Some days, he would say that what he had painted that day was not good enough. Then he would insist that all the plaster be scraped off so he could start again! It took Rivera years to finish, but this mural is thought to be one of the greatest in the world today.



# BASKETBALL GREATS

Brian and Tabitha usually agreed on everything. They liked the same favorite food (pizza), the same favorite color (yellow), and the same favorite video game (*Zambu, Warrior Queen*). This made it all the more upsetting for Tabitha to realize how much of a dunderhead Brian could be!

“Michael Jordan? Are you kidding me? Everyone knows that Kobe Bryant is the best basketball player who has ever lived!” she exclaimed.

“No way!” countered Brian. “Michael Jordan has six championship rings. And he won Finals MVP every one of those years. No other basketball player can even come close to being that amazing!”

“Michael Jordan was a ball hog,” insisted Tabitha. “He was lucky to have a team that helped him get all the way to the finals that many times! Kobe is a team player. He just didn’t have the team he needed to get as many rings as MJ!” She was really starting to fume now.

Just then, Tabitha’s mother came in from the other room. “You know,” she said, “you both have some really good points. But, I wonder if the two of you know about the other great basketball players.”

“Who do you mean, Mom?” asked Tabitha.

“Well, did you know that Kareem Abdul-Jabbar scored over 38,000 points in his career? And Wilt Chamberlain once scored 100 points in a single game?” asked Tabitha’s mom.

“100 points! Are you serious? I wish I had seen that!” Brian said.

“Yes, it’s true. He even averaged over 50 points a game during the 1961–1962 season.”

“Wow! I didn’t know that,” said Tabitha thoughtfully. “Hey, Brian, I have an idea.”

“I bet it is the same one I have!” Brian replied, smiling.

“Let’s do some research!” they said together and laughed.



# A REAL EMERALD CITY

There's treasure in the hills of a North Carolina town.

James Hill, 40, has a special talent. This is how he explains it: "I've always had a **knack** for finding things hidden in the earth." His ability to sniff out buried surprises took root when he was a child visiting his grandmother in Hiddenite, North Carolina. "First I crawled around her front yard," he recalls. "Then I wandered farther away—into the woods, through the creeks and the corn pastures."

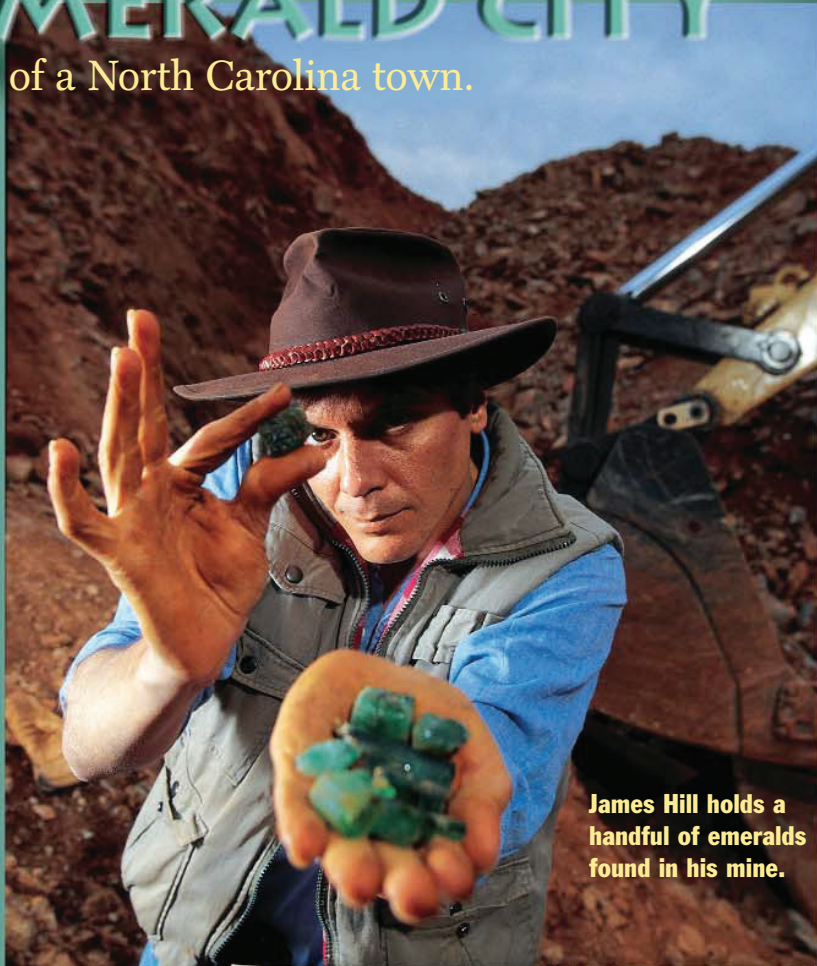
In the years since his first explorations, Hill has turned up tons of natural and man-made treasures. But no discovery has been as **spectacular** as the one he made in Hiddenite in November 1998. That's when he found a bed of emeralds—including one that weighs 88 carats, or several ounces! (A carat is a unit of measurement for gemstones.) Emeralds can sell for as much as \$30,000 per carat.

Hill was with his 8-year-old son when he found the supersize stone in an **abandoned** mine. "Daddy, did we find a treasure?" he asked. Hill replied, "Son, did we ever!"

Hill had bought the old mine, even though most people thought it was worthless. But Hill had other ideas.

## Hiddenite's Hidden Treasures

North Carolina has never been known as a source of emeralds. Most of the green gems come from South America, Africa, or Asia. But Hiddenite, a village of just 450 people in the Brushy Mountains, has been the **site** of other rare finds in the past. Sixty-three kinds of gemstones have been found in the area. In the late 1800s, the inventor Thomas Edison heard about the area's mineral riches. He sent two of his researchers there to look for platinum, which he wanted to try in his light bulbs. They didn't find any of the metal, but one of them, a man named William



James Hill holds a handful of emeralds found in his mine.



Hidden, discovered a rare gemstone. Both the town and the stone were named for him.

Hill always suspected that there were other discoveries to be made in Hiddenite. Now he has been proved right. Since 1998, he has found even larger emeralds. In 2003, his company unearthed the largest emerald ever found in North America—more than 1,800 carats! Hill says he's only begun. Which shows it sometimes pays to dig in the dirt.



# Poet to Poet

Timothy Hickman, your poem was so sweet  
it almost made me cry.  
I knew I'd never write like you,  
but I knew I had to try.

So I wrote this little poem last night.  
It was very hard to do.  
But now I'm glad I did it  
'cause I wrote it just for you.

## Roots and Wings

to Timothy Hickman  
by Kai-ying

Acorns and eggs,  
two very small things,  
but one will grow roots,  
and one will grow wings.

One stands on the earth  
as the decades march by,  
while the other leaps upward  
and soars in the sky.

Oak trees and eagles,  
both powerful things,  
but which one's for me,  
the roots...or the wings?





## Comprehension Skill: Generate Questions (*Grades 3–5*)

### **Objectives**

- Learn to generate questions before, during, and after reading text to support comprehension.
- Use text and text features to clarify meaning and ask questions.

### **Introduce the Comprehension Skill**

Use the following details to introduce and describe the comprehension skill.

- Readers generate questions to make sense of texts. Questions help readers focus, find deeper meaning, and clarify information.
- Ask questions to engage. Be curious about the topic. Guess what will happen.
- Ask questions to clarify. Ask about unfamiliar words. Ask about confusing details.
- Ask questions to challenge. Question details that are hard to believe.
- Encourage students to ask questions before, during, and after reading.

### **Model the Comprehension Skill**

- Choose a passage.
- Read the first half of the passage aloud, modeling fluent reading.
- Think aloud before, during, and after asking questions that make you engage, clarify, or challenge.
- Use the language frames below to help generate questions and discussion.
- Finish reading passage.

### **Practice the Comprehension Skill**

- Choose a second passage.
- Have students read the passage.
- Have students record questions they have before, during, and after reading.
- Encourage students to use the language frames below.
- Discuss in small groups which questions were asked and answered or remained unanswered.

### **Reflect**

Come together as a group. Have students discuss when this skill is used and why readers need to ask questions throughout reading.

### **Suggested Passages for Instruction**

- *A New Game*
- *Alexander the Great*
- *Sally Ride*
- *Multiplying Two- and Three-Digit Numbers*

### **Language Frames for Generating Questions**

*I wonder (if, when, how, why) \_\_\_\_\_ . (Engage)*

*What does the author mean by \_\_\_\_\_ ? (Clarify)*

*How can it be true that \_\_\_\_\_ ? (Challenge)*





## Comprehension Skill: Generate Questions (Grades 3–5)

### Objectives

- Learn to generate questions before, during, and after reading text to support comprehension.
- Use text and text features to clarify meaning and ask questions.

### Suggested Passages for Instruction

- Model \_\_\_\_\_
- Practice \_\_\_\_\_

### Introduce the Comprehension Skill

Use the following details to introduce and describe the comprehension skill.

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- Read the first half of the passage aloud, modeling fluent reading.
  - Think aloud before, during, and after asking questions that make you engage, clarify, or challenge.
- 
- Use the language frames below to help generate questions and discussion.
- 

### Practice the Comprehension Skill

- Have students read the passage.
  - Have students record questions they have before, during, and after reading.
  - Encourage students to use the language frames below.
  - Discuss in small groups which questions were asked and answered or remained unanswered.
- 

### Reflect

Come together as a group. Have students discuss when this skill is used and why readers need to ask questions throughout reading.

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#### Language Frames for Generating Questions

*I wonder (if, when, how, why) \_\_\_\_\_ . (Engage)*

*What does the author mean by \_\_\_\_\_ ? (Clarify)*

*How can it be true that \_\_\_\_\_ ? (Challenge)*



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## ***The Abacus***

**Directions:** Read the selection and choose the best answer to each question. Then, fill in the answer on your answer document.

---

1. The reader can conclude that —
- A the early stone abacus worked better than the later ones
  - B only the Chinese liked using the abacus
  - C the abacus might require more than one step to use
  - D no one uses the abacus today
- .....

2. Paragraph 2 is mainly about —
- A details about the first abacus
  - B what every abacus must include
  - C the use of stones in the first abacus
  - D how to use an abacus
- .....

3. The abacus is a tool used for the same purpose as a —
- A ruler
  - B sundial
  - C telephone
  - D calculator
- .....

4. In the Chinese abacus, the beads above the central bar are —
- A the ones column
  - B worth less than the beads below it
  - C equal in value to the beads below it
  - D worth more than the beads below it





Name: \_\_\_\_\_ Date: \_\_\_\_\_

## ***The Abacus*** (cont.)

5. What detail from the selection suggests the abacus can help with different math concepts?
- A *Each one is slightly different, but the idea is the same.*
  - B *The first rod on the right is the ones column.*
  - C *The stones were used for counting, adding, and subtracting.*
  - D *To “count” the beads, the user moves them against the central bar.*
- .....

6. Read the sentence from paragraph 1.

\_\_\_\_\_

At one time, it was widely used in Asia and parts of Europe.

\_\_\_\_\_

The sentence helps the reader infer that —

- A the abacus is a popular tool today
  - B in Asia, the abacus is not used as much now as it was in the past
  - C the abacus is better than the calculator
  - D the abacus no longer exists
- .....
7. As used in paragraph 4, the word represents means —
- A stands for
  - B hides
  - C misplaces
  - D reverses
- .....

8. Which word is the best synonym for survives in paragraph 2?

- A Answers
- B Works
- C Exists
- D Fades

# The Abacus

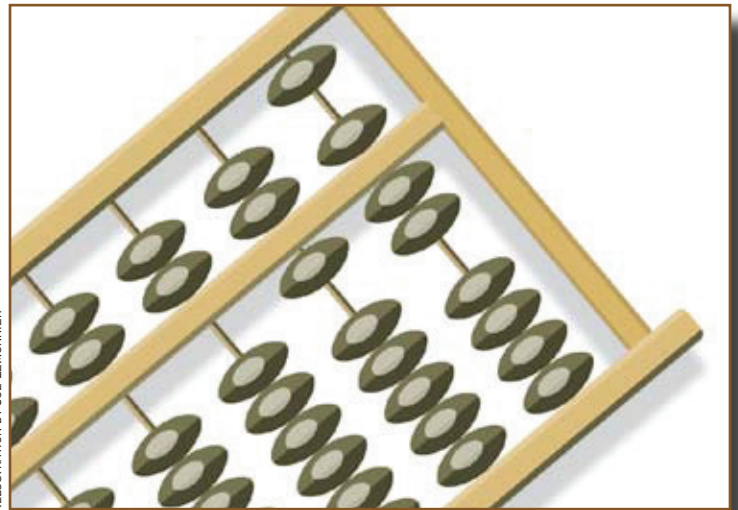
Before there were calculators, there was the abacus. The abacus is a **device** that can be used to add, subtract, multiply, or divide. At one time, it was widely used in Asia and parts of Europe. Today you can still find some **shopkeepers** in China or Russia who use one. Your classroom may have a simple one.

The early abacus was a flat stone. It was covered with sand. Lines were drawn in the sand. Then small stones were placed along the lines. The stones were used for counting, adding, and subtracting. The oldest one that still **survives** is from Babylon (present-day Iraq). It was used around 300 B.C.

The abacus as we know it today was probably invented in China around 1200 B.C. It is a wooden frame with metal rods. On the rods are wooden (or plastic) beads. There are Chinese, Japanese, and Russian abacuses. Each one is slightly different, but the idea is the same.

Look at the drawing to the right. It is a Chinese abacus. It is called a suan-pan. Each rod **represents** a different place value. The first rod on the right is the ones column. The second rod is the tens column. The third rod is the hundreds, and so on.

The beads below the central bar are ones. The beads above it are fives. To “count” the beads, the user moves them against the central bar. There are ways to use the abacus for all kinds of math. It can be used for multiplication and division.







Name: \_\_\_\_\_ Date: \_\_\_\_\_

## ***Frog and Toad Are in Trouble***

**Directions:** Read the selection and choose the best answer to each question. Then, fill in the answer on your answer document.

1. The main purpose of this selection is to —
    - A show how many different kinds of amphibians there are
    - B describe the amphibians' habitats
    - C persuade the reader to worry about the future of amphibians
    - D tell the reader how to help amphibians
- 

2. Read these sentences.

At least 43% of all amphibian species are declining in population. Fewer than 1% of species show population increases.

---

Based on this information, the reader can infer that —

- A the species of amphibians are getting larger
  - B not many species of amphibians are growing
  - C amphibians are one of the largest groups of animals in the world
  - D amphibians are only found in wetlands
- 
3. Why are the habitats of amphibians disappearing?
    - A Amphibians get infected and die.
    - B There is too much water pollution.
    - C Lots of rain forests are being cut down.
    - D Amphibians are being caught for exotic pet trade.
- 
4. What does paragraph 4 suggest?
    - A Other beings could die because of pollution too.
    - B Amphibians are less hurt by pollution than humans.
    - C Pollution is the only reason why amphibians are dying.
    - D There has been a decrease in water and air pollution.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## ***Frog and Toad Are in Trouble*** (cont.)

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5. What does the graphic “The Status of Amphibian Species in 2004” suggest about amphibians?
- A Scientists cannot figure out the status of many of our amphibians.
  - B More species are “Vulnerable” than are “Endangered.”
  - C No species are “Extinct” yet.
  - D Less than half of amphibians are “Vulnerable,” “Endangered,” and “Critically Endangered.”
- 

6. What is the most likely reason the author included the photographs with the selection?
- A to show the amphibians’ habitat
  - B to remind the reader how many different amphibians there are
  - C to remind readers what they can do to help amphibians
  - D to show examples of endangered amphibians
- 

7. What is the meaning of the word unprecedented in paragraph 1?
- A Sad
  - B Common
  - C Not seen before
  - D Proven
- 

8. Read the dictionary entry.

---

trend \ trend \ *noun*

1. a general direction something is going 2. a current fashion 3. a topic popular on social media 4. a set standard

---

Which definition best shows the way the word trend is used in paragraph 5?

- A Definition 1
- B Definition 2
- C Definition 3
- D Definition 4





DAVID A. NORTHCOOT/GETTY

An eastern tiger salamander native to east and central North America, is in danger of dying out. Its habitat is disappearing and many of the salamanders are being captured by human collectors.

## Frog and Toad Are in Trouble

It's not easy being green—or blue, for that matter. Frogs, toads, and other amphibians are disappearing at a rate that has scientists concerned. A report released in October 2004, said that about one-third of the world's species of amphibians are **vulnerable** or in danger of dying out. “What we're seeing is **unprecedented**,” said the report's lead researcher, Simon N. Stuart.

Among other statistics in the report are these:

- Nearly one-third (32%) of the world's amphibian species are threatened. That's 1,856 species.
- As many as 168 amphibian species may already be extinct.
- At least 43% of all amphibian species are declining in population. Fewer than 1% of species show population increases.

Researchers say there are many reasons for the decline, including habitat loss. Rain forests and wetlands are being cut down and destroyed at an alarming rate. In addition, a highly **infectious** fungus is attacking many species of amphibians in South and Central America.

There could be other **factors** at work, however, and that's what really worries people. Amphibians are more sensitive to pollution than humans are. Fewer salamanders and frogs could mean there's an increase in air or water pollution. It makes us ask the question: If the frogs and toads are dying off, who's next?

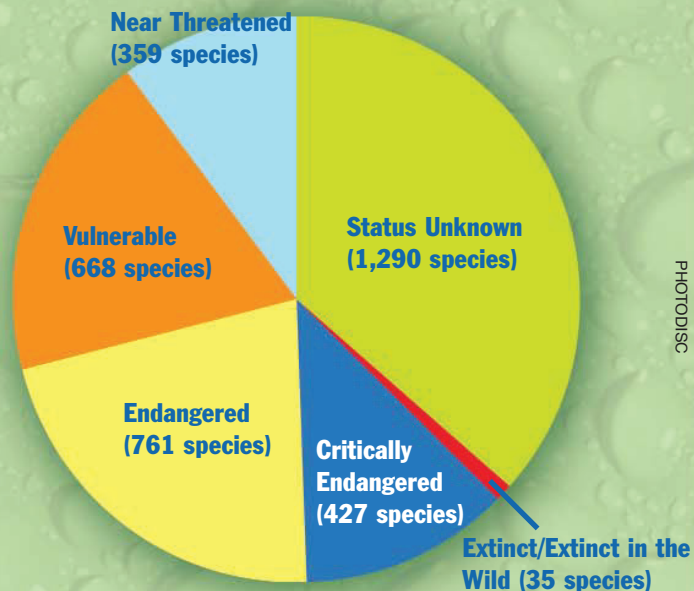
The reports of disappearing amphibians give scientists valuable information as they hunt for the causes of this troubling trend. The news gives the rest of us a reason to be concerned.



PAPILIO/ALAMY

The blue poison arrow frog, which lives in Central and South American rain forests, is an endangered species.

### The Status of Amphibian Species in 2004



PHOTODISC

Source: Global Amphibians



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## ***The Sky Is Not the Limit: A Biography of Neil deGrasse Tyson***

**Directions:** Read the selection and choose the best answer to each question. Then, fill in the answer on your answer document.

---

- From paragraph 1, the reader can conclude that —
  - Tyson likes to stick to a routine
  - most people don't know who Tyson is because he is a physicist
  - Tyson is not afraid to try new things
  - Tyson was the first director of the Hayden Planetarium

---
- Which sentence from the selection shows that Tyson cares about the future of science?
  - As a child, he used to study the moon through a pair of binoculars while standing on the roof of his apartment building in the Bronx.*
  - He also spends a lot of time encouraging an interest in science among young people.*
  - Dr. Tyson is the director of the Hayden Planetarium at the American Museum of Natural History in New York City.*
  - Tyson continues to jump over hurdles, whether on television, at the planetarium, or in his books.*

---
- Read the sentence below.

---

By then he had already decided he wanted to be an astronomer, even though in his neighborhood “being smart was not on the list of things that got you respect.”

---

Based on this sentence, the reader can infer that —

- Tyson was respected even though he wanted to study the stars
- it bothered Tyson that scientists weren't respected
- Tyson didn't know whether he was smart enough to be an astronomer
- being popular wasn't that important to young Tyson





Name: \_\_\_\_\_ Date: \_\_\_\_\_

***The Sky Is Not the Limit:  
A Biography of Neil deGrasse Tyson*** (cont.)

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4. Which of these ideas is supported by the information in paragraph 6?
- A To succeed, you have to love what you do.
  - B There will be plenty of obstacles in your life.
  - C Education is the most important key to success.
  - D Never give up on your dreams.
- .....
5. The author includes the information in paragraph 4 mostly to —
- A describe Tyson’s high school and college years
  - B explain how Tyson became interested in stars
  - C share information about Tyson’s career
  - D highlight Tyson’s academic experience
- .....
6. From the information in paragraphs 2 and 3, the reader can infer that —
- A Tyson is the youngest astronomer in the world
  - B Tyson wasn’t very smart but liked to look at the stars
  - C Tyson has loved stars since he was little
  - D Tyson bought his first pair of binoculars himself



Name: \_\_\_\_\_ Date: \_\_\_\_\_

***The Sky Is Not the Limit:  
A Biography of Neil deGrasse Tyson*** (cont.)

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7. In paragraph 3, the root *astro* helps the reader determine that the word astronomer means —
- A one who studies fossils
  - B one who studies stars
  - C one who studies physics
  - D one who studies plants
- .....
8. What word helps the reader understand the meaning of the word hurdles in paragraph 6?
- A Overcome
  - B Energy
  - C Love
  - D Advice

# THE SKY IS NOT THE LIMIT

## A Biography of Neil deGrasse Tyson

Scientists are not usually **celebrities**, but **astrophysicist** Neil deGrasse Tyson is well known. Dr. Tyson is the director of the Hayden Planetarium at the American Museum of Natural History in New York City. He is the youngest person ever to hold this job. He also hosts the PBS show *Nova, Science Now*. As if that were not enough, he has written six books and hundreds of magazine articles. When the late-night comedy show *The Colbert Report* wanted to interview someone about the fate of Pluto as a planet, who did they call? Neil deGrasse Tyson, of course.

Tyson was born and raised in New York City. As a child, he used to study the moon through a pair of binoculars while standing on the roof of his apartment building in the Bronx. Like many city kids, his first clear view of the stars came during a visit to the Hayden Planetarium at the age of nine. He never dreamed he would grow up to be its director.

When Tyson was 13, he went to an astronomy camp in the Mojave Desert in Arizona. There, far from the city lights that make stargazing difficult, Tyson got his first look at the billions of stars in the Milky Way. By then he had already decided he wanted to be an **astronomer**, even though in his neighborhood, “being smart was not on the list of things that got you respect.”

Tyson earned a B.A. in physics from Harvard University. In college he was a member of the crew team and also joined the wrestling team. He later earned a Ph.D. in astrophysics from Columbia University.

### SCIENCE FOR THE PEOPLE

One of Tyson’s goals has always been to make science popular. He wants to help nonscientists understand how modern science is affecting the world. He also spends a lot of time encouraging an interest in science among young people.

His advice to students who want to pursue a career in science? “What you need, above



Neil deGrasse Tyson

all else, is a love for your subject, whatever it is. Then, when hurdles are put in front of you, you’ve got the energy to overcome them.”

Tyson continues to jump over hurdles, whether on television, at the planetarium, or in his books. The title of his **memoir**, *The Sky Is Not the Limit*, sums up his attitude toward science and toward life.