Sample Pages from

Teacher Created Materials
PUBLISHING

Created *by* Teachers *for* Teachers and Students

Thanks for checking us out. Please call us at 800-858-7339 with questions or feedback, or to order this product. You can also order this product online at www.tcmpub.com.

For correlations to State Standards, please visit
www.tcmpub.com/administrators/correlations

First Aid for Choking

What To Do

1 Ask, "Can you breathe?"

If the person is able to cough, speak, or breathe, do nothing.

If the person is not able to cough, speak, or breathe, then they need help.

2 Have Someone Else Call for Help.

If there is a third person there, have him or her call 911. If it's just you and the **victim**, go to step 3—don't take the time to call.

3 Stand Behind the Victim.

Wrap your arms around the victim's waist.

If the person is pregnant or overweight, wrap your arms around the chest.

4 Make a Fist.

Make a fist just above the victim's **navel** and below his or her breastbone, and wrap your other hand around the fist.

5 Pull Up and In.

Make short, strong thrusts with your fist by pulling up and in—a procedure called the Heimlich maneuver.

6 Keep Going Until Object Is Clear.

Repeat this motion until the object comes out or other help arrives.

Stop as soon as the victim's throat is clear.

ILLUSTRATIONS BY RITA LASCARO

SOPHIE GERMAIN
THE MYSTERIOUS MATHEMATICIAN

Joseph-Louis Lagrange had a mystery to solve. In 1794 he was one of the best mathematicians of his time. He was also a professor at the Paris Polytechnic Institute. The mystery was one of his students, a young man named LeBlanc. Professor Lagrange had never met the young man and knew him only from the papers he had been handing in. LeBlanc had always been a terrible math student. Now almost overnight, his work had become the best the professor had ever seen. What was going on?

Lagrange sent a note to the student. He was eager to talk to the young man. It came as quite a shock to the professor when the student arrived and it wasn't a man at all. The **brilliant** student was a young woman named Sophie Germain.

Joseph-Louis Lagrange

When Germain was a girl, her family tried to stop her from studying mathematics. It was not considered a **proper** thing for young women to do. She had to hide her interests from her parents and worked at night in her room when they wouldn't see her.

Germain had wanted to study at the institute, but women were not allowed to attend. When she had found out that LeBlanc had left school, she arranged to get the notes and assignments that were prepared for him. She did each assignment and handed in the papers. It was her work, not LeBlanc's, that had so impressed the professor.

Professor Lagrange was delighted to help the young woman continue her studies. He tutored Germain, and soon she was ready to tackle really difficult problems. One of these was Fermat's Last Theorem, a problem **posed** by the great mathematician Pierre Fermat just before he died. Though Germain was still in her 20s, she thought she had found a solution. Once again she posed as a man to get her work read.

Sophie Germain

Germain sent a letter to a famous German mathematician named Dr. Carl Gauss. She **outlined** her solution to Fermat's problem and signed it LeBlanc. Gauss was very impressed with the work and wrote back. When Gauss finally found out LeBlanc was really Sophie Germain, he was very happy to keep helping her.

Germain won a prize for her work on Fermat's Last Theorem. She became a well-known mathematician under her own name. History does not tell us what happened to LeBlanc, but whatever he wound up doing, at least his name was put to good use.

How to Make a Bird Feeder

Bird watching is one of the fastest-growing hobbies in the United States. Some people spend hours walking through forests or meadows with **binoculars** hoping to get a look at rare birds, but you can do excellent bird watching in your own backyard. A bird feeder will attract a variety of birds, and you won't have to walk more than a few feet. Below are directions for a simple, homemade feeder.

You will need:

- 1 two-liter plastic milk container
- 1 small wooden **dowel** about 10 inches long
- scissors
- screwdriver or nail
- wire
- birdseed

2–4   **5–8**   **9**

ILLUSTRATIONS BY RITA LASCARO
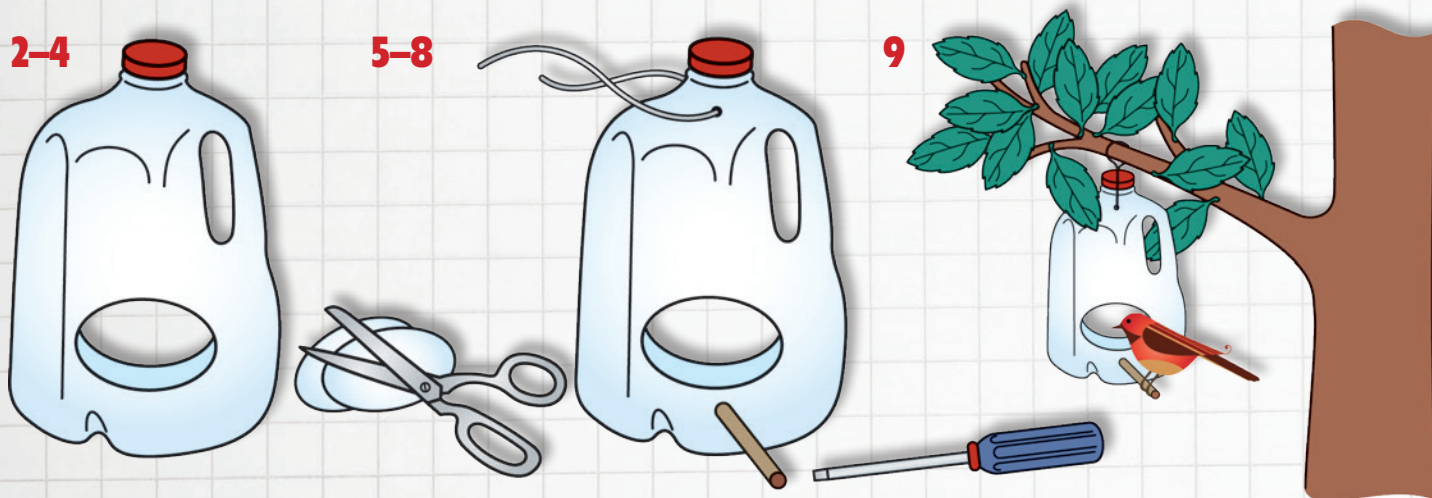
Directions:

1. Wash an empty two-liter plastic milk jug and make sure you clean it thoroughly.

2. Attach the cap.

3. Stand the milk jug right side up.

4. Use a pair of scissors to cut a hole in one side of the jug. The hole should be three or four inches from the bottom of the jug and approximately three inches across. Cut a second hole, the same size as the previous one, on the opposite side.

5. Punch two smaller holes below the large holes, using a screwdriver or a nail. The holes should be just large enough for the dowel.

6. Push the dowel through both holes so that it sticks out at an **angle** below the large feeding holes. This provides a perch for the birds that come to the feeder.

7. Use the screwdriver to punch two holes in the neck of the jug, about one inch below the cap.

8. Push the wire through the two holes below the cap, and then twist the two ends of the wire together above the cap.

9. Use the wire to hang the feeder from a strong tree branch. Make sure you hang your feeder more than three feet away from any windows to protect birds from flying into the windows by accident.

10. To keep squirrels away, you might **consider** placing a plastic baffle on the wire, just over the feeder. A baffle is a plastic cone that is available at most hardware stores.

11. Fill the bottom of the feeder with birdseed. Sunflower seeds and millet attract a large variety of birds.
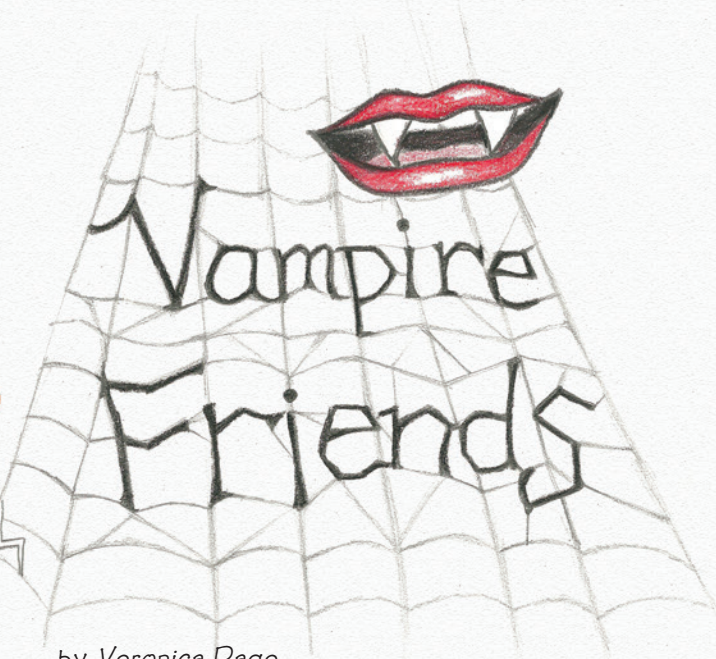
Vampire Friends

by *Veronica Page*

It's those who are close
who will hurt you the most,
like my friend Tearney:
    "Girl, don't look at me like that," she said.
    "Like what?" I asked.
    "You know," she said,
    "that vampire stare, like you're about to bite my neck."

Or my friend Juan:
    "Veronica," he said,
    "I've figured out why your hair is always a mess.
    You don't make a reflection when you look in the mirror."

How can they be so insensitive?
Just because my clothes are all black,
I dye my hair purple,
and I carry with me,
at all times,
a very cool pair of Hollywood vampire fangs.
It's my personal style.
I call it vampire-chic.

But it's those who are close
who will hurt you the most,
as they deal with their own egomania.
While they chatter and chat, I'll turn into a bat,
and fly back to my dear Transylvania.

Cousins and Best Friends

Jason was anxious for his cousins to finally arrive. He hadn't seen his Aunt Vanessa and cousins Eddie and Jen in over a year. They used to live in the next neighborhood, and the boys spent time together often. But since his cousins had moved five hours away, it seemed like Jason's mom and dad never wanted to drive that far for a visit. Even though Eddie and Jason texted each other often, Jason was curious about how much his cousin had changed since he last saw him. He wondered if Eddie's personality would be different and whether they would still have as much in common. Jason was a little nervous that they wouldn't have the same kind of connection that they had before.

When the doorbell rang, Jason ran to the door. Eddie walked in first, and Jason almost couldn't believe his eyes. Eddie had probably grown six inches since Jason last saw him. Jason, who was nine months older than Eddie, had always been taller, but now Eddie was at least four inches taller than Jason. His hair was shorter. Jen, who was almost 15, looked much older than Jason had remembered. She was already in high school. Jason noticed she was wearing makeup.

"Hey, dude! Good to see you!" Eddie said as he gave his cousin a bear hug. After Jason said hello to Aunt Vanessa and Jen, the boys ran upstairs to play the new video game Jason had received for his birthday. Jason's mom laughed as she watched the boys race up the stairs.

"Those boys always were inseparable," Aunt Vanessa said. "It's like we never left."

THE SIEVE OF ERATOSTHENES

Eratosthenes was a Greek mathematician who lived most of his life (274–194 B.C.) in Alexandria, Egypt. Among his many accomplishments was the use of geometry to **accurately** measure the **diameter** of Earth.

Below is one of his inventions, called the Sieve of Eratosthenes. A sieve is a strainer that **separates** one thing from another, and this sieve separates **prime numbers** from other numbers.

To use the sieve, cross out any number that is not prime and circle any number that is prime. Remember, a prime number has only two factors, itself and 1. Here's how to find the prime numbers in the sieve:

Eratosthenes

1. Cross out the number 1. It is not prime because it has only one factor—1.

2. Circle the number 2, as it is a prime number. Then go through the chart and cross out every multiple of 2. None of them are prime because they all have 2 as a factor. You will cross out every even number.

3. Circle the number 3, as it is also prime. Now cross out every multiple of 3. Some of them, like the number 12, are also multiples of 2 and will already be crossed out.

4. Circle the next number that is not crossed out, which should be 5. Cross out every multiple of 5.

5. Find the next number that is not crossed out, which will be a prime number. Circle it, then cross out every multiple of that number. Continue until every number in the chart is either circled or crossed out.
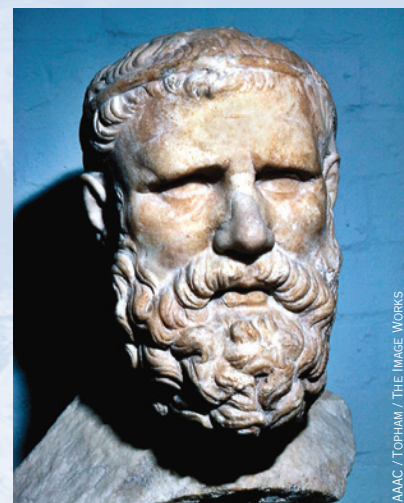
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Countries in Africa

Africa is the world's second-largest continent. It covers about one-fifth of the total land area on Earth. It's about 5,000 miles (8,046 km) from the Mediterranean Sea in the north to the Cape of Good Hope in the south.

In the north there is the Sahara Desert. This is the largest desert in the world. It covers 25 percent of the continent. Around the equator are large areas of tropical rainforest. The forest is home to many **endangered** species such as the gorilla. In eastern Africa lies the savanna. These are the great plains where herds of zebras, elephants, and wildebeest still **roam**.

Africa is the birthplace of humanity and it is a region with great natural resources. Yet it is also a region of **intense** poverty, war, and **ethnic** fighting. There are 54 countries in Africa. They cover an amazing range of climates, landforms, and people. This chart will tell you basic facts about some of them.

Country	Capital	Population	Area	Geography	Flag
Algeria	Algiers	33 million	919,595 sq. miles 2,380,000 sq. km	Atlas Mountains, Sahara Desert	
Egypt	Cairo	74 million	385,230 sq. miles 1,001,000 sq. km	The Nile, Suez Canal, Sahara Desert	
Ghana	Accra	22 million	92,098 sq. miles 238,533 sq. km	Gulf of Guinea, rainforest	
Kenya	Nairobi	34 million	224,080 sq. miles 580,367 sq. km	Serengeti Plains, Great Rift Valley, Indian Ocean	
Mali	Bamako	13.5 million	477,077 sq. miles 1,240,000 sq. km	Niger River, Sahel	
Mozambique	Maputo	20 million	309,496 sq. miles 801,590 sq. km	Indian Ocean, Lake Nyas, Zambezi River	
Namibia	Windhoek	2 million	318,696 sq. miles 834,292 sq. km	Namib Desert	
Nigeria	Abuja	132 million	356,699 sq. miles 923,768 sq. km	rainforest, Niger River, Gulf of Guinea	
South Africa	Pretoria	47.5 million	471,011 sq. miles 1,221,000 sq. km	Cape of Good Hope, Kalahari Desert	
Tanzania	Dar Es Salaam	39 million	364,900 sq. miles 945 sq. km	Serengeti Plains, Mt. Kilimanjaro	

COMMUNITY MESSAGE BOARD

Little League Tryouts

This Saturday afternoon at 1:00.

Call Brad at 555-2941 for more information. Bring your own glove.

Reminder

Recycling pickup day has been changed.

It is now Wednesday.

Be sure to put your recycling on the curb before 8:00 A.M.

Choir Practice

7:30 every Wednesday night.
10th Street Baptist Church
Meet in Fellowship Hall.

Dog Wash in Marlow Park:

Bring your dog. We'll wash it! $5.00 per dog. Flea dip extra. Call Lisa at 555-0971 for more information.

Karate Classes

Teacher has a black belt in karate.

Two classes weekly, Wed. and Thurs., 6 P.M.
Learn to defend yourself, and have fun!

Volunteer Firehouse Pancake Supper

Saturday
5 P.M.–7 P.M.

Moving Sale

56 East Grove Street
Selling furniture, toys, clothes, a bike.

Washer and dryer, $100.00 for both.

DNA: The Code
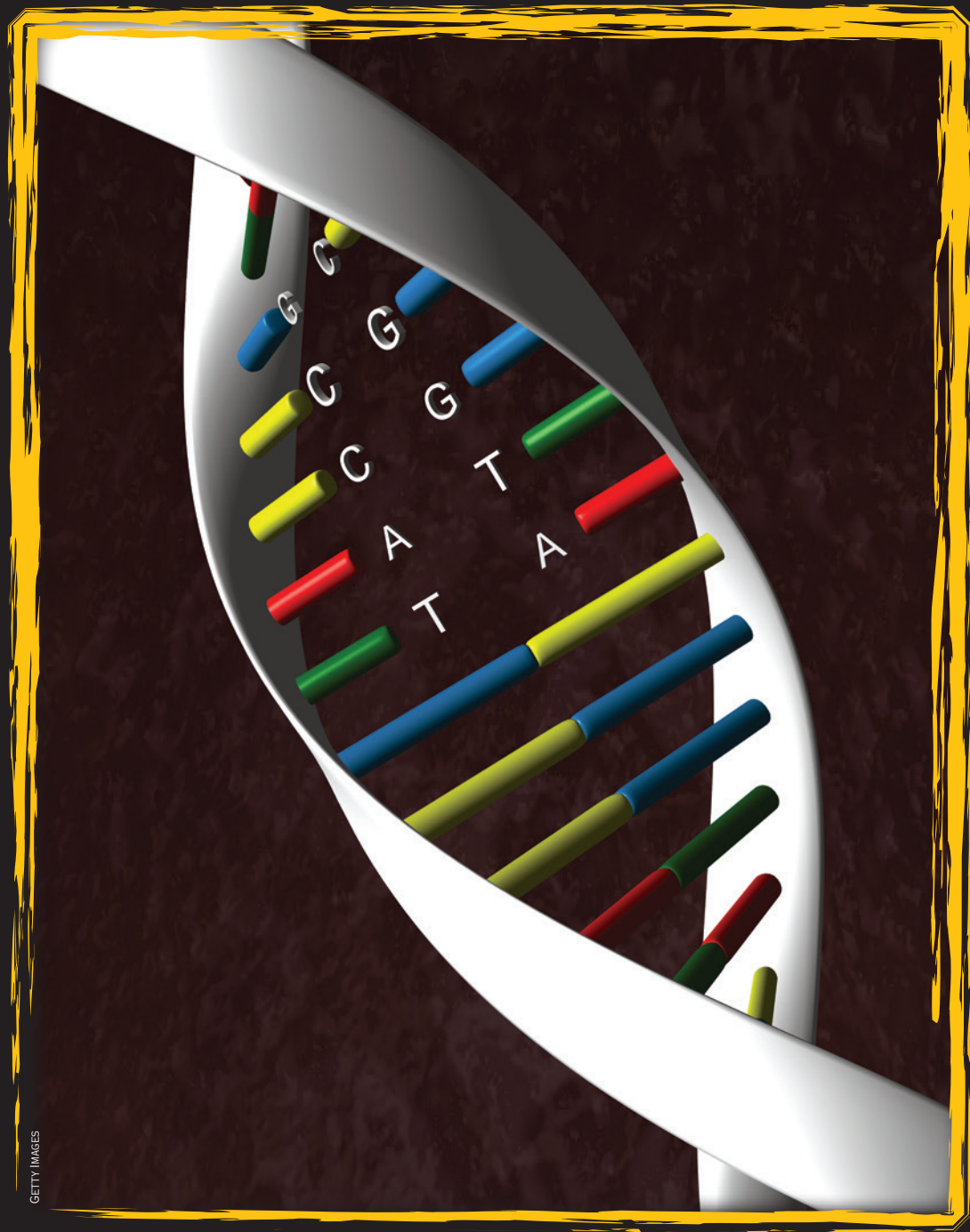
GETTY IMAGES

DNA, or deoxyribonucleic (say: DEE-oxee-rye-boh-nu-klay-ick) acid, is the chemical code that holds the **blueprint** for all living **organisms**. It is a **complex** molecule with billions of bits of information; yet, the code it contains is created with just four proteins. They are thymine, adenine, guanine, and cytosine. The four proteins **bond** with each other in pairs, forming a ladderlike structure. Thymine always bonds with adenine. Guanine always bonds with cytosine. The order of the four proteins, in ladders of billions of "rungs," makes up the genetic code of life.

USING PI π
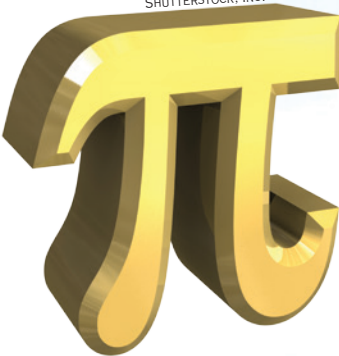
The ancient Greeks discovered that the circumference of a circle and its diameter formed a **ratio** they called π, the Greek letter pronounced *pi*. Pi (π) is a **universal constant**, which means that the ratio of circumference to diameter is the same for circles of any size.

$$\pi = \frac{\text{circumference}}{\text{diameter}}$$

Pi is also an *irrational* number. This means its **decimal places** go on **infinitely**, and they do not repeat. Pi calculated to its first eight decimal places is 3.14159265. For most purposes, we use only the first two decimal places, so pi is approximately 3.14.

Pi is a ratio of circumference to diameter. If we know the value of one of those dimensions, we can use pi to find the other:

circumference = π × diameter

or

(since diameter is equal to the radius doubled)

circumference = 2 × radius × π

and

$$\text{diameter} = \frac{\text{circumference}}{\pi}$$

Remember, pi is an irrational number. So, if you use 3.14 as a value for pi, your results will be approximate.

Barrington Irving Jr., 23, flew a plane around the world solo. He did this in his plane Inspiration in 2007. He used pi to figure out his route, as well as the amount of fuel he would use on the long trip.

Pi is also used to find the area of a circle. The formula for the area of a circle is:

area = π × radius × radius

or

$$A = \pi r^2$$

To find the area of a circle with a radius of 10 feet:

$$A = 10^2 \times \pi$$
$$A \approx 10^2 \times 3.14$$
$$A \approx 100 \times 3.14$$
$$A \approx 314 \text{ ft.}^2$$

No one knows exactly who came up with the idea of pi. It has been used for thousands of years.

Comprehension Skill: Generate Questions (*Grades 6–8*)

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

- *Don't Go in the House*
- *The World News: Math, Metal, and Bubbles*
- *They Were Here First*
- *Thailand Sightseeing Guide*

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.

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.

Language Frames for Establishing Purpose for Reading

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 6–8*)

Objectives

- Learn to generate questions before, during, and after reading text.
- 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.

- 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

- 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.

_____

_____

_____

_____

> **Language Frames for Establishing Purpose for Reading**
>
> *I wonder (if, when, how, why) _____ . (Engage)*
>
> *What does the author mean by _____ ? (Clarify)*
>
> *How can it be true that _____ ? (Challenge)*

Name: _____   Date: _____

Thierry Henry Stands Up

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

---

1. The photo and caption at the bottom of the page are used to support information in —

    A   Paragraph 1

    B   Paragraph 2

    C   Paragraph 3

    D   Paragraph 4

2. Why did Henry start the Stand Up, Speak Up campaign?

    A   It increased his fame on and off the field.

    B   He wanted to raise money to fight racist ideas and actions.

    C   It helped him better connect with his fans.

    D   He felt his teammates deserved superstar status.

3. Which idea from the selection supports the idea that racism was a growing problem in European soccer?

    A   *Yet this superstar faces a problem.*

    B   *He really caught the world's attention.*

    C   *He has seen racist behavior directed at other players.*

    D   *The money from the sale of the wristbands goes to support the campaign.*

4. What is the best summary for paragraphs 6 and 7?

    A   Many sporting goods stores in Europe sell out of the wristbands, which is a good thing because it means that people are more aware of racism. Henry works hard to provide more wristbands for more stores.

    B   Many fans purchase the black and white wristbands at games. They also wear them to games.

    C   Interlocked black and white wristbands are sold in sporting goods stores throughout Europe. The money supports the program. Henry hopes it will allow generations of players to enjoy the sport.

    D   Using his superstar status, Henry sells black and white bracelets in sporting goods stores all over Europe.

Name: _____   Date: _____

Thierry Henry Stands Up (cont.)

5. Which sentence from the selection emphasizes the impact that Stand Up, Speak Up has had on the world of soccer?

    A   *In one year, Henry and the campaign raised nearly $6 million.*

    B   *These groups emphasize sportsmanship and respect for others.*

    C   *It was then that Henry decided to take action.*

    D   *He has been the target of racist slurs by coaches and fans.*

6. How do paragraphs 1 and 2 contribute to the selection?

    A   They describe his hard work to become a soccer player at age 17 and later working to help his team win the World Cup.

    B   They present information about his soccer skills and the process he used to win games.

    C   They compare his upbringing to other players on his team.

    D   They explain his background and how he became a professional soccer player.

7. The main purpose of paragraph 4 is —

    A   to suggest that racist remarks usually come from coaches

    B   to give examples of other players who experienced racism

    C   to highlight the incident that led Henry to start the Stand Up, Speak Up campaign

    D   to show how Henry was able to raise so much money

8. Read the dictionary entry below.

> **status** \ˈsta-təs\ *n*
> **1.** a person's social or professional standing **2.** a state or condition of affairs **3.** the standing of a person before the law **4.** the overall condition of something

Which definition best matches the way the word <u>status</u> is used in paragraph 3?

    A   Definition 1

    B   Definition 2

    C   Definition 3

    D   Definition 4

Leveled Texts

Name: _____   Date: _____

Thierry Henry Stands Up (cont.)

9. What is the meaning of <u>target</u> in paragraph 4?

    A   a goal to accomplish

    B   a person who is attacked by others

    C   a bull's-eye

    D   to direct an attack on someone or something

10. Read the dictionary entry below.

> **slur** \slər\ *n*
> **1.** praise for someone **2.** an insult **3.** unclear speech **4.** an appealing quality

Which definition best matches the way the word <u>slur</u> is used in paragraph 5?

    A   Definition 1

    B   Definition 2

    C   Definition 3

    D   Definition 4

Thierry Henry Stands Up
The Soccer Superstar Leads Fight Against Racism

Thierry Henry is a soccer superstar. As a striker for the British team Arsenal, he set a new career scoring record for the club. He now plays for FC Barcelona in Spain. He is also a member of the French national team and helped his country win the World Cup in 1998 and reach the finals in 2006. He has been called one of the best soccer players alive today.

Henry's parents came from French-speaking islands in the Caribbean—Guadeloupe and Martinique—but he was born near Paris in 1977. He began playing on local soccer teams when he was six. By age 17 he was already a professional soccer player. During the 1998 World Cup, he really caught the world's attention. Henry scored three goals in the **tournament**, more than any other French player.

Yet this superstar faces a problem. It is still all too common in the world of European soccer (or football, as it is called in Europe). The problem is racism. He has been the target of racist **slurs** by coaches and fans, and he has seen racist behavior directed at other players. Now Henry is using his superstar **status** on the playing field to do something about it.

Thierry Henry

Brad Smith / internationalsportsimages.com / Corbis

Thierry Henry fights racism both on and off the soccer field.

Stand Up, Speak Up

By 2004, Henry was a world-famous athlete, and captain of the Arsenal team. So it was shocking when he was the **target** of racist remarks made by a Spanish coach. Later that year, in an exhibition match in Spain, fans insulted black players on the British team. It was then that Henry decided to take action.

In January 2005, Henry started the Stand Up, Speak Up campaign. The campaign raises money for programs designed to fight racist ideas and actions. Some of the money also goes to teen athletic groups. These groups emphasize sportsmanship and respect for others. In one year, Henry and the campaign raised nearly $6 million.

A lot of that money came from fans who bought pairs of interlocked black and white wristbands. The wristbands went on sale at sporting goods stores around Europe and quickly sold out. The money from the sale of the wristbands goes to support the campaign. And fans can show their support by wearing the wristbands to games.

"I want to be able to watch football on TV or attend a match and not hear a single racist insult," says Henry. "That's what I'd like to do for future generations of players." Millions of his fans agree.

Name: _____   Date: _____

What's in the Trash?

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

---

1. Paragraph 2 is mainly about —

   A   how the United States compares to other countries

   B   the process for recycling waste

   C   the different types of trash categories

   D   why the United States produces so much trash

....

2. Which detail from the selection expresses a central idea?

   A   *The average American creates four pounds of solid trash per day.*

   B   *The United States leads the way.*

   C   *The United States has only about five percent of the world's population.*

   D   *The graph below shows the main categories of garbage.*

....

3. Which idea does the information in paragraph 1 support?

   A   The U.S. economy suffers because of trash production.

   B   A recycling effort needs to take place.

   C   Most Americans are not conscious of their trash production.

   D   Other countries produced less trash than the United States.

....

4. How does the author organize the selection?

   A   by contrasting trash production in the United States with that of other countries and then providing solutions to remedy the problem

   B   by explaining how trash is recycled in the United States and then describing efforts to improve the process

   C   by providing facts and statistics and then supporting them with a chart

   D   by summarizing the main problem and then explaining how it affects the world

Name: _____ Date: _____

What's in the Trash? (cont.)

5. Based on the selection, the reader can conclude that —

    A   the United States has fewer recycling plants than other countries

    B   other countries work harder to reduce trash production

    C   the United States spends more money building landfills than other countries

    D   U.S. trash production is not comparable to other countries of its size

6. Which of these ideas is reinforced throughout the selection?

    A   The United States produces too much waste.

    B   Recycling is a necessary process.

    C   Large countries typically produce more trash.

    D   The United States has a large population.

7. The chart is included in the selection most likely to —

    A   explain how trash is sorted

    B   illustrate the categories of trash

    C   emphasize the importance of recycling

    D   demonstrate the process for eliminating paper waste

8. Which word(s) from the selection helps the reader understand the meaning of the phrase "thrown out" in paragraph 2?

    A   *tons*

    B   *population*

    C   *four pounds*

    D   *garbage*

Name: _____   Date: _____

What's in the Trash? (cont.)

9. Read the dictionary entry below.

> trash \trash\ *n*
> **1.** foolish or pointless ideas; nonsense **2.** literary material of poor quality
> **3.** anything useless or discarded; rubbish **4.** a disreputable person

Which definition best matches the way the word <u>trash</u> is used in paragraph 3?

A   Definition 1

B   Definition 2

C   Definition 3

D   Definition 4

10. What does the word <u>average</u> mean in paragraph 1?

A   A rating; arithmetic mean

B   A set of quantities

C   Typical or common
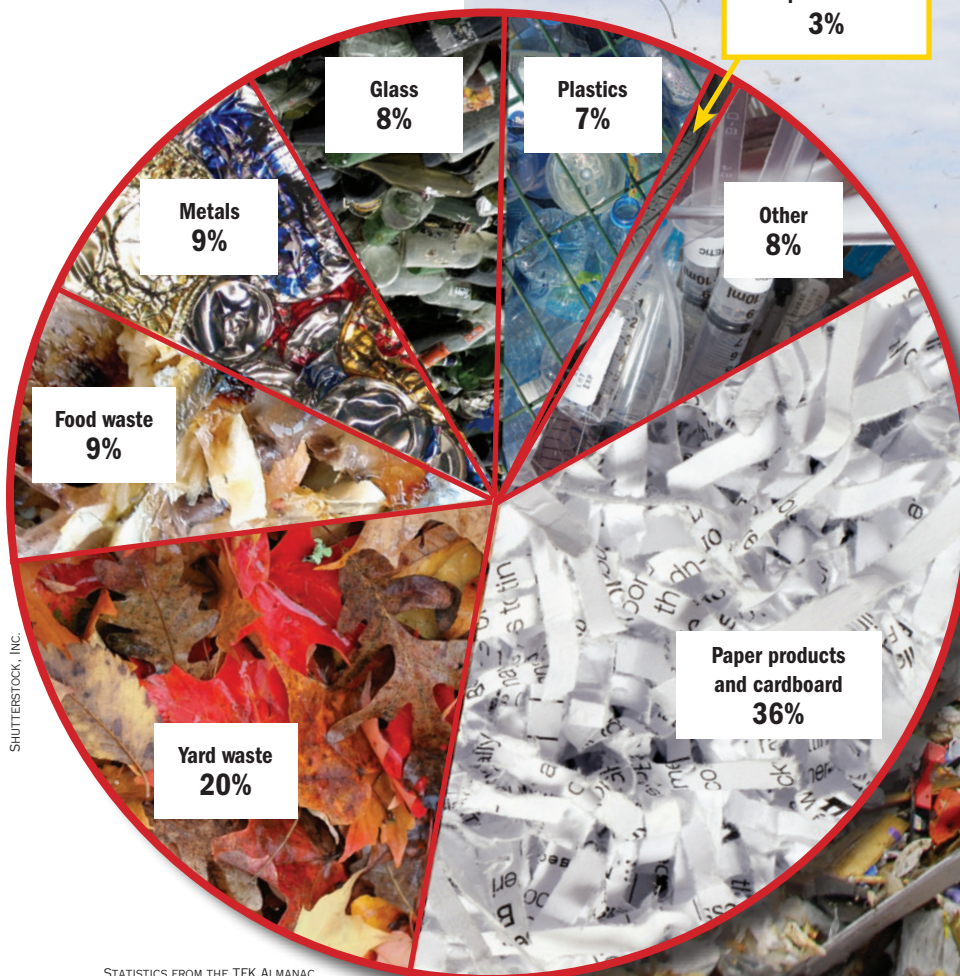
D   To show an average

WHAT'S IN THE TRASH?

The **average** American creates four pounds of **solid** trash per day, which adds up to 1,460 pounds (662.3 kg) per year, per person!

The United States leads the way in the amount of garbage thrown out, creating 40 **percent** of the world's trash. This is amazing because the United States has only about five percent of the world's population.

What is in all those tons of trash? The graph below shows the main **categories** of garbage in the United States every year.

Glass
8%

Plastics
7%

Rubber and leather products
3%

Metals
9%

Other
8%

Food waste
9%

Paper products and cardboard
36%

Yard waste
20%

Statistics from the TFK Almanac

Name: _____   Date: _____

Tuck Everlasting: A Book Summary

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

---

1. The author included paragraph 1 most likely to —

   A   suggest that everyone should read this book

   B   establish the setting and context of the story

   C   explain the main conflict and how it is resolved

   D   illustrate the differences between the characters

2. Which sentence from the selection highlights the idea that *Tuck Everlasting* might be interesting to read?

   A   *It is Winnie's way of making a difference in the world.*

   B   *They have looked the same for the past 87 years!*

   C   *The Tucks are gentle and kind to Winnie.*

   D   *Mae is put in jail by the constable.*

3. According to the selection, why does Winnie help Mae escape?

   A   Winnie is in love with Mae's brother, Jesse.

   B   Mae and Winnie have become very good friends.

   C   Winnie wants to protect the Tucks' secret.

   D   The constable has been unjust in arresting Mae.

4. In paragraph 5, the author presents the idea that —

   A   Winnie is not content with her life before the Tucks

   B   the Tucks were quite reluctant to leave Winnie behind

   C   Winnie will wait until the Tucks return for her

   D   the constable will search for the Tucks

Name: _____ Date: _____

Tuck Everlasting: A Book Summary *(cont.)*

5. The author organizes the selection by —

   A   showcasing the main conflict of the novel

   B   explaining how and why the novel was written

   C   describing each character's personality

   D   summarizing the events of the novel

6. The author uses the last paragraph to —

   A   inspire the reader to read the novel

   B   encourage readers to research the fountain of youth

   C   highlight a beautiful love story

   D   emphasize the bond between Winnie and Mae

7. Which sentence from the selection suggests that the Tucks are really good people?

   A   *Their only concern is that Winnie understands that living forever may not be the blessing that it seems.*

   B   *The Tucks kidnap her and take her to their home.*

   C   *The Tucks successfully escape, and Winnie is left to make the decision of her life.*

   D   *Winnie understands their concerns about her and what the consequences of drinking from the spring would be.*

8. Based on the summary, what is the theme of the selection?

   A   Love lasts forever.

   B   You never know what kind of magic you'll find in bubbling springs.

   C   Friends help each other.

   D   Living forever has good and bad aspects.

Name: _____   Date: _____

Tuck Everlasting: A Book Summary (cont.)

---

9. Which words from paragraph 3 help the reader understand the meaning of <u>plots</u>?

A   hearing their fantastic story

B   the consequences

C   to gain control

D   another stranger

....

10. Read the origin of the word <u>constable</u>.

---

from Latin comes stabulī, "officer of the stable"

Based on this information, what is the meaning of the word <u>constable</u> in paragraph 4?

A   Reporter

B   Police officer

C   Informer

D   Commissioner

Tuck Everlasting
A Book Summary

The Tuck family—Angus, Mae, Miles, and Jesse—have a strange and most unusual secret. They have looked the same for the past 87 years! One day, a young girl named Winnie Foster accidentally discovers 17-year-old Jesse and the source of their secret, a little bubbling spring. To keep Winnie from drinking the special water, the Tucks kidnap her and take her to their home.

The Tucks are gentle and kind to Winnie and fully intend to return her to her home the next day. Their only concern is that Winnie understands that living forever may not be the blessing that it seems. Pa Tuck tells Winnie about how it feels to be the same forever. He explains that to live means to constantly grow, move, and change; and part of that changing includes dying. For him, his existence seems like nothing more than being a rock on the side of the road.

After hearing their fantastic story, Winnie understands their concerns about her and what the consequences of drinking from the spring would be. Unfortunately, another stranger has overheard the whole story and plots to gain control of the spring in order to make his fortune by selling the water.

When the stranger's plans become clear to the Tucks, Mae accidentally kills him in her effort to stop him. Mae is put in jail by the constable, who had arrived just in time to witness the accident.

Winnie's compassion and belief in the Tucks lead her to help Mae escape. It is Winnie's way of making a difference in the world. The Tucks successfully escape, and Winnie is left to make the decision of her life—whether to drink from the spring when she turns 17 and join her beloved Jesse Tuck for eternity.