

Skills-Based Reading

READING LEVEL 2-3

REM 951

A TEACHING RESOURCE FROM...



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INTRODUCTION

These engaging stories and activities are designed to capture student interest as they build valuable word, comprehension, thinking, and writing skills. The selections range from 1.7 to 3.8 on the Fry Readability Scale.*

Each story features vocabulary words to be introduced prior to reading. In addition to enhancing comprehension, they can be used for additional dictionary or writing practice.

The questions following each selection are labeled according to the primary skills they target. Stories may be used sequentially or according to their targeted skills.

The final component, "Try This," provides simple research and writing exercises for students desiring an extra challenge.

* Readability scales are useful as long as one realizes their limitations. Results are guidelines only. Depending on the scales used, their results can differ from each other by several grade levels. Since readability scales measure word and sentence length, both valid readability factors, we at Remedia do use them. Using such scales also helps us provide vocabulary-controlled materials in order to meet the special education needs of many of our valued clients. At the same time, we realize that they are not designed to measure very other factor affecting readability, such as sentence structure or appeal to the reader. We are also aware of the variance in standards and expectations set for each grade level. What is third grade level material in one school may be fourth grade level in another. At Remedia we strive to take all these factors into consideration as we develop and revise materials. We leave the rest in your capable hands. Regarding readability, you — and your students — will be the final judge.

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WORD LIST

at • tacked

health • y

germs

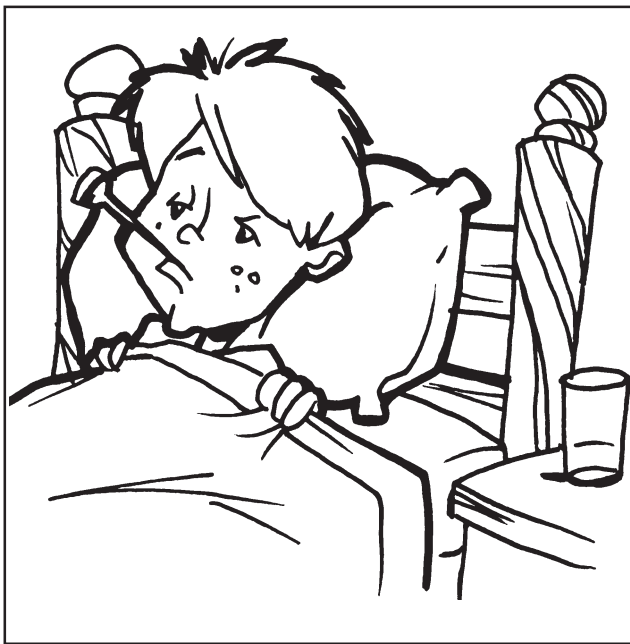
vi • rus

an • ti • bod • ies

ache

What Makes You Sick?

One night you went to bed and felt fine. In the morning, you woke up sick. What changed? While you slept, your body was attacked by germs. Germs are tiny living cells. You can't see them, but they live in the air all around you. They can also live inside your body.



Germs enter through your nose or mouth. They may also enter through a cut in your skin. Germs don't always hurt you. Most times your healthy cells keep the germs

under control. But sometimes the germs take over.

Germs bring poisons with them. That is what gives you a stomach ache or a fever. One kind of germ is a virus. A virus will take over your good cells. It forces your healthy cells to stop their normal work. The good cells become a home for the germs to spread.

But your body fights back. New cells, called antibodies, arrive. Their job is to fight the germs. They surround them and kill them. You can feel the battle taking place inside you.

In a day or two, you feel better. The antibodies have done their job well. The germs are under control again.

Name _____

What Makes You Sick?

MAIN IDEA

Complete the sentence.

1. The main idea of the story is to tell how _____ make people _____ and how antibodies _____ the germs.

LOCATING THE ANSWER

Write the sentence from the story that tells what germs are.

2. _____

WORD ANALYSIS

Find *anti-* in a dictionary. Underline your answer. Write your answer in the sentence.

3. *anti- means:* for against around over

Antibodies are good cells in the blood that fight _____ germs.

CAUSE AND EFFECT

Circle the letter of the best answer.

4. You came down with a cold because
- A. you ate some ice cream
 - B. you walked in the rain
 - C. your mother told you to wear a jacket, but you didn't
 - D. your friend with a cold sneezed in your face

Name _____

MAKING INFERENCES

Complete the sentence with one of these words:

eating playing sleeping running

5. A sick person usually feels like _____.

RELATING STORY CONTENT TO PERSONAL EXPERIENCE

Write about a time when you were sick. What kind of sickness did you have? How long did it last? How did you feel? Did you miss a fun event? Did you have to stay in bed? Did you have to go to the hospital?

6. _____

FOLLOWING DIRECTIONS

Use the story page to complete the directions.

7. ☐ Underline the sentences that tell how germs enter your body.
☐ Circle the word in the first paragraph that means *harmed by something*.
☐ Draw a line through the sentence in the fourth paragraph that tells what antibodies do to germs.

ANALOGIES

Complete the analogy.

8. *Poison* is to *harmful* as *medicine* is to _____.

Try this: Use a dictionary for help. *Flu* is a shortened form of what word?

The King's Curse

WORD LIST

sci • en • tist

tomb

curse

treas • ure

ex • cit • ed

mos • qui • to

The scientists were very excited. They were the first to find the tomb of King Tut of Egypt. The king's body was in a case of solid gold. Around him were jewels and treasures.

These men were also very scared. They had all heard the legends. Whoever disturbed a dead king would be sorry. The tomb was thought to have a curse on it.

Within a few months or years, most of these men were dead. First, one of the leaders was bitten by a mosquito. His left cheek became infected. He died a short time later.

The doctor who looked at King Tut's body said he, too, had a spot on his left cheek. It was in the exact place of the mosquito bite.

Other scientists died of colds or poisoning. Some seemed to die of fear. A vase from the tomb was found in the home of one dead man.



Years later, some men of science had a new idea. The king's curse, they said, could have been dust and mold. It seems the tomb had been sealed for 4,000 years. During that time, all kinds of germs could have grown.

Then the men opened the doors and breathed the dust. At first, it made them ill. Later, it killed them.

Name _____

The King's Curse

MAIN IDEA

Circle the letter of the correct answer.

1. The main idea of the story is to tell about
 - A. how King Tut was buried
 - B. mosquito bites
 - C. how the stories about a curse seemed to come true
 - D. what some scientists died from

GETTING THE FACTS

2. How long had King Tut's tomb been sealed before it was found?

VOCABULARY

Draw a line from each word to its meaning.

- | | |
|-----------|---|
| 3. tomb | a wish or threat to send evil or injury to a person |
| scientist | a grave or place where a person is buried |
| curse | a person who studies certain things in the world, like plants, animals, people, medicine, germs |

SEQUENCE

Number the events in the order they happened.

4. ____ Some scientists found the tomb.
____ It was decided the deaths were caused by dust or mold.
____ King Tut was buried in a tomb.
____ Most of the scientists died.

Name _____

MAKING INFERENCES

5. Paragraph 4 of the story tells you that King Tut may have died because of what? _____

DRAWING CONCLUSIONS

6. Do you think a person can die from fear? _____ Explain your answer.

SUMMARIZING / GETTING THE FACTS

Use one or two sentences to tell what the scientists saw when they looked into King Tut's tomb.

7. _____

If the statement is true, write I on the line. If it is not true, write E on the line.

8. A. King Tut had been the king of Egypt. _____
B. It took 8,000 years to find his tomb. _____
C. The scientists laughed about the curse. _____
D. Mold and germs could have grown in the tomb. _____
E. All of the scientists who went into the tomb died. _____

Try this: Find a map of Egypt in an atlas or an encyclopedia.

It is on which continent? _____

What two bodies of water are next to Egypt? _____