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# Grade 6 Standards—Reading: Informational Text

<b>A. Key Ideas and Details</b>	
	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>B. Craft and Structure</b>	
	1. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
	2. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
	3. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
<b>C. Integration of Knowledge and Ideas</b>	
	1. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
	2. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
	3. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
<b>D. Range of Reading and Level of Text Complexity</b>	
	1. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Visit [www.creativeteaching.com](http://www.creativeteaching.com) to find out how this book correlates to Common Core and/or State Standards.

# Reading Passages Specific Standards

Text	A. 1	A. 2	A. 3	B. 1	B. 2	B.3	C. 1	C. 2	C. 3	D. 1
How to Be a Good Babysitter? (p. 6)	✓		✓		✓	✓		✓		✓
Build Up That Body (p. 8)	✓	✓	✓	✓						✓
Do It Safely (p. 10)	✓	✓	✓							✓
Treating Minor Injuries (p. 12)	✓	✓		✓	✓		✓			✓
Blog or News? (p. 14)	✓	✓		✓					✓	✓
How <i>Star Wars</i> Changed Moviemaking Forever (p. 16)	✓		✓							✓
Camera Language (p. 19)	✓		✓							✓
Phones on the Go (p. 21)			✓		✓		✓			✓
The Computer Revolution (p. 24)	✓		✓							✓
What Is Media? (p. 27)	✓	✓								✓
Why Is It Important to Learn About Media? (p. 30)	✓		✓			✓				✓
Stereotypes (p. 33)	✓		✓	✓		✓	✓			✓
Cool as a Cucumber (p. 35)	✓		✓		✓					✓
Science Fiction and Fantasy (p. 38)	✓	✓	✓	✓		✓			✓	✓
Harry and Katniss (p. 40)	✓			✓	✓			✓		✓
The Magic Mirror (p. 42)	✓		✓							✓
The Wise Chief and His Wife (p. 45)	✓		✓					✓		✓
Body Language: What Does It Mean? (p. 48)	✓		✓	✓	✓	✓		✓		✓
Galileo and His Telescope (p. 50)	✓		✓	✓	✓			✓		✓
Harry Houdini (p. 52)	✓	✓	✓					✓		✓
Eleanor Roosevelt (p. 54)	✓	✓	✓					✓		✓
Jackie Robinson (p. 56)	✓	✓	✓					✓		✓
How Fire Changed the World (p. 58)	✓		✓				✓	✓		✓
Horses in North America (p. 60)	✓		✓	✓			✓			✓
The Women of the Haudenosaunee Confederacy (p. 62)	✓			✓						✓
Old Money, New Money (p. 64)	✓		✓			✓				✓
The Pony Express (p. 66)	✓	✓	✓							✓
Mount Everest (p. 68)	✓			✓	✓		✓			✓
The Great Wall of China (p. 70)	✓	✓	✓	✓			✓			✓
William's Windmill (p. 72)	✓		✓							✓
What's in a Symbol? (p. 75)	✓	✓		✓	✓			✓		✓
Morse Code (p. 77)	✓			✓			✓		✓	✓
Penicillin Saves the World (p. 79)	✓		✓		✓					✓
How Compasses Changed the World (p. 81)			✓	✓	✓					✓
Comets (p. 84)			✓				✓		✓	✓
It Came From Space (p. 88)		✓	✓	✓		✓		✓		✓
Scientific Classification (p. 90)	✓		✓		✓		✓			✓
Symbiosis (p. 92)		✓	✓	✓	✓					✓
Working Together (p. 94)	✓	✓	✓	✓	✓					✓
Stick It (p. 96)	✓		✓	✓	✓		✓			✓
Electromagnetism (p. 98)	✓		✓	✓	✓					✓



# Introduction

Reading comprehension is the cornerstone of a child's academic success. By completing the activities in this book, children will develop and reinforce essential reading comprehension skills. Children will benefit from a wide variety of opportunities to practice engaging with text as active readers who can self-monitor their understanding of what they have read.

Children will focus on the following:

## Identifying the Purpose of the Text

- The reader understands, and can tell you, why they read the text.

## Understanding the Text

- What is the main idea of the text?
- What are the supporting details?
- Which parts are facts and which parts are opinions?

## Analyzing the Text

- How does the reader's background knowledge enhance the text clues to help the reader answer questions about the text or draw conclusions?
- What inferences can be made by using information from the text with what the reader already knows?
- How does the information from the text help the reader make predictions?
- What is the cause and effect between events?

## Making Connections

How does the topic or information they are reading remind the reader about what they already know?

- Text-to-self connections: How does this text relate to your own life?
- Text-to-text connections: Have I read something like this before? How is this text similar to something I have read before? How is this text different from something I have read before?
- Text-to-world connections: What does this text remind you of in the real world?

## Using Text Features

- How do different text features help the reader?

# Text Features

Text features help the reader to understand the text better. Here is a list of text features with a brief explanation of how they help the reader.

<b>Contents</b>	Here the reader will find the title of each section, what page each text starts on within sections, and where to find specific information.
<b>Chapter Title</b>	The chapter title gives the reader an idea of what the text will be about. The chapter title is often followed by subheadings within the text.
<b>Title and Subheading</b>	The title or topic is found at the top of the page. The subheading is right above a paragraph. There may be more than one subheading in a text.
<b>Map</b>	Maps help the reader understand where something is happening. It is a visual representation of a location.
<b>Diagram and Illustration</b>	Diagrams and illustrations give the reader additional visual information about the text.
<b>Label</b>	A label tells the reader the title of a map, diagram, or illustration. Labels also draw attention to specific elements within a visual.
<b>Caption</b>	Captions are words that are placed underneath the visuals. Captions give the reader more information about the map, diagram, or illustration.
<b>Fact Box</b>	A fact box tells the reader extra information about the topic.
<b>Table</b>	A table presents text information in columns and rows in a concise and often comparative way.
<b>Bold and Italic text</b>	<b>Bold</b> and <i>italic</i> text are used to emphasize a word or words, and signify that this is important vocabulary.

# How to Be a Good Babysitter

Have you ever babysat for a younger brother or sister? Have family, friends, or neighbors asked you to babysit? Would you like to earn some money by babysitting?

Babysitting is often a first job for young people like you. But babysitting is more than just a job. It is a great responsibility. When you babysit, you are responsible for another person. It is your job to keep that person safe, healthy, and happy. That is quite a lot to ask. So how can you make sure that you can do the job well? Here are some very important tips to follow to help.

1. **Take a babysitting course.** Courses are often offered through schools, hospitals, or community organizations. Most courses focus on child safety and first aid.
2. **Learn about the child you will be babysitting before you do the job.** This will mean a visit with the parents or adult you will be working for. Find out as much as you can about the child. Allergies and fears are very important things to know, as well as favorite foods and games. Write down what you learn.
3. **Ask about household rules.** What time does the child go to bed? Can the child watch television? For how long? Which shows? What snacks can the child have? Remember that you are taking the place of the parents and need to follow their rules. You are responsible for the house too. Make sure you keep everything clean and tidy.
4. **Make sure you have a written contact list.** You should know how to contact the parents. As a backup, it is good to get the phone number of another adult that you could call in case you cannot contact the parents. Also have emergency numbers written down.
5. **Plan what you are going to do with the child.** Plan games that the child might like to play. Think about books you can read together. Doing something is always better than sitting in front of a Television or a video game.
6. **Stay focussed on the job.** Your main responsibility is to the child, so do not phone or text friends when you should be watching the child.
7. **Have fun.** Say positive things, smile, and laugh. The more fun you have with the child, the happier the child will be with you. Most children will be anxious when their parents leave, so it is important to make babysitting a positive experience for both of you.

If you do not feel ready to babysit but would like to in the future, think about being a helper. A helper is someone who looks after children while the parents are home. This will give you experience but with less responsibility. You can also talk to others who babysit. Find out what they do that works well. Read about babysitting on the Internet or in books. The more you know, the more prepared you will be to try babysitting—and to do a great job.

## Aaron, age 6

- no allergies
- likes a banana before going to bed
- bedtime is 8
- leave night light on
- Mrs. Crawford  
555-795-8512
- Mrs. Singh (neighbor)  
555-754-9923

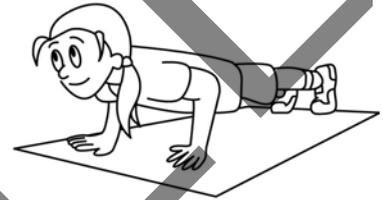


# Build Up That Body

We all know that being physically fit is a good thing. Being fit helps you keep your body at a healthy weight, helps prevent some diseases, makes you feel better mentally, gives you more energy, and helps you sleep better. Physical fitness has different parts or components. Four of these are muscle strength, muscle endurance, flexibility, and cardiovascular fitness.

## Muscle Strength

Muscle strength is the amount of force a muscle can produce or exert. Some types of exercise can make your muscles stronger. When your muscles are stronger, you can do everyday things more easily. And when you strengthen your muscles, you are strengthening your bones as well. When your muscles push and pull against your bones, this makes your bones stronger. Some activities and exercises that will build stronger muscles and bones are doing push-ups, playing tug-of-war, climbing stairs, running, yoga, and bike riding.



## Muscle Endurance

Muscle endurance is different from muscle strength. Muscle endurance is how many times or for how long a muscle can exert a force. Muscle endurance is very important if you play a sport or game that lasts for a long time. Sports such as football, hockey, tennis, and cross-country running will help improve muscle endurance. Upper body exercises such as push-ups and chin-ups will help improve endurance and strength too.



## Flexibility

Flexibility is how far your muscles can stretch. When you are flexible, you can move your arms and legs freely without feeling tightness or pain. You can bend and stretch easily. Exercise and activities you can do for good flexibility include gymnastics, ballet, and martial arts. Or you can do simple stretches such as touching your toes and bending your body from side to side.



## Cardiovascular Fitness

Your heart pumps blood around your body through blood vessels. Your blood carries oxygen to all parts of your body. Cardiovascular fitness is a measure of how well your heart pumps blood to deliver oxygen. When you do activities or an exercise that make your heart pump faster, it gets better at doing its job. Anything that makes your heart beat faster and gets you breathing faster will help your heart improve. So go ahead and swim, play basketball, run, inline skate, jump rope, or cross-country ski. Your heart will thank you.

