



INSIDE

LANGUAGE • LITERACY • CONTENT





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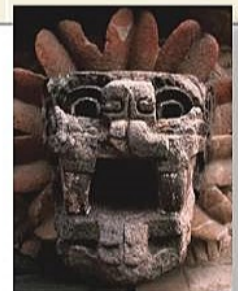
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Contents at a Glance

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			Function	Grammar		
1	Reading Strategies	Word Parts: Compound Words, Prefixes, Suffixes	Ask and Answer Questions Express Ideas and Feelings Give Information	Kinds of Sentences Nouns Complete Sentences	Learn Reading Strategies	Paragraph: Problem-and- Solution, Chronological Order, Spatial-Order, Compare-and-Contrast
2	Elements of Fiction: Plot, Character, Setting	Relate Words: Word Categories, Synonyms, Antonyms	Engage in Conversation Retell a Story Ask for and Give Information	Subject Pronouns Verb Forms: <i>Be</i> Subject/Verb Agreement	Analyze Plot Analyze Character Analyze Elements of Drama	Personal Narrative Short Story
3	Analyze Interactions	Word Parts: Prefixes, Suffixes, Roots	Describe People, Places, and Things Make Comparisons Describe an Event or Experience	Adjectives and Adverbs Comparative Adjectives	Analyze Plot Analyze Interactions Among Ideas Compare Fiction and Nonfiction	Realistic Short Story Cause-and-Effect Essay
4	Text Structure: Main Idea and Details, Chronological Order	Context Clues: Definition and Restatement, Synonyms and Antonyms, Examples	Define and Explain Give and Follow Directions Engage in Discussion	Possessive Nouns and Adjectives Indefinite Pronouns	Text Structure: Main Idea and Details Text Structure: Chronological Order	Research Report
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6	Determine Viewpoints	Word Origins: Words and Phrases from Mythology, Greek, Latin, and Anglo-Saxon Roots, Borrowed Words	Summarize Clarify and Verify Tell an Original Story	Subject and Predicate Nouns Prepositions Subject and Predicate Pronouns	Analyze Author's Purpose and Tone Analyze Author's Viewpoint Analyze Plot and Theme	Summary Paragraph Letter to the Editor Business Letter
7	Text Structure: Chronological Order	Context Clues: Multiple-Meaning Words, Jargon	Express Opinions Justify Elaborate	Complete Sentences Compound Sentences Complex Sentences	Text Structure: Chronological Order Compare Media Determine Viewpoints	Paragraphs in Chronological Order Biography
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Reviewers

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Imagine the Possibilities



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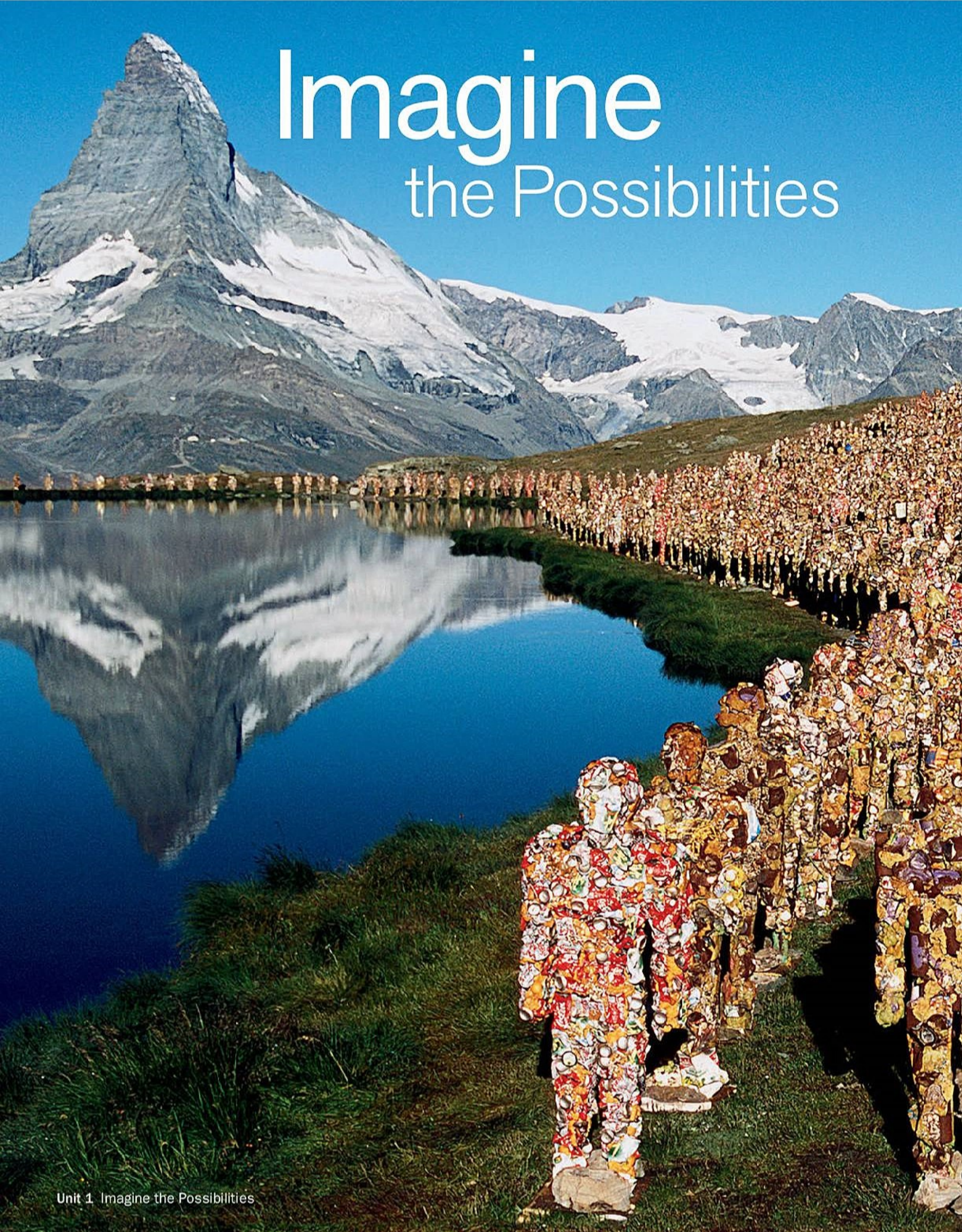
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Imagine the Possibilities



1



What makes an idea powerful?

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Web Links



myNGconnect.com

◀ An army of trash figures by artist Ha Schult makes viewers consider the impact of human activities on the world we live in.

Focus on Reading

Reading Strategies

Reading strategies are thinking tools that help you better understand texts. Use reading strategies before, during, and after you read.

Plan: How It Works

To plan, first preview what you will read. Look at headings, visuals, captions, and boldface words to determine what the text is about. Next, set a purpose for reading. What do you hope to learn? Finally, predict what you think the text will be about. As you read, look for information to confirm, or check, your predictions.

Plan: Practice Together

Preview and set a purpose for reading “National Youth Contest.” As you read, predict what will happen next. Confirm your predictions during and after reading.

► Plan

Preview, set a purpose, and predict what the text is about before reading it more carefully.

National Youth Contest

The Unionville Youth Group will compete in the National Problem Solvers Contest in Chicago, Illinois. First, the club must raise the **funds** needed for airfare to the competition. Only two months remain to **raise \$2,000**. Luckily, the club has many events planned to accomplish their goal.

Strategy in Action

“The title and first sentence tell me the text is about a contest, so I expect to learn more about it. Yes, the text is about what a club has to do to compete in the contest.”

Monitor: How It Works

To monitor means to keep track of, or check on, something. Monitor as you read to make sure you understand the text. Stop if something is unclear or confusing, then reread or read ahead to clarify ideas and vocabulary. Think about what you already know to help you better understand new words and ideas.

Strategy in Action

“I’m not sure what **funds** means. Reading ahead, I see it must be money.”

Monitor: Practice Together

Reread “National Youth Contest.” Tell a partner where you stopped to reread or read ahead. Explain how you figured out new words or ideas.

► Monitor

Notice confusing parts in the text and reread or read on to make them clear.

Visualize: How It Works

When you visualize, you create pictures in your mind to help you understand what you read. Look for words that **describe** how things look, sound, smell, taste, and feel. Use this information to imagine the people, places, and events in the text.

► Visualize

Picture the sights, sounds, smells, tastes, and touch of what the author describes.

Visualize: Practice Together

Read "A Little Help from Friends." As you read, stop and create mental images. After you read, discuss what you visualized with a partner. Explain how your imagination helped you understand the text.

A Little Help from Friends

Eileen Rios knew her lawn was out of control. Since breaking her foot last fall, the 70-year-old had trouble taking care of her property. All that changed last Saturday morning when **twenty students from Weber Middle School's Community Outreach Club** chose Mrs. Rios's yard as their monthly project.

"I woke up to the sound of shovels. It was a wonderful surprise!" commented Mrs. Rios.

The group spent several hours pruning, weeding, and mowing. The results of their labor were evident. **Ruby red roses and bright yellow daisies** are once again visible around the porch, and everyone shared baskets of vegetables picked from the garden.

Strategy in Action

"I imagine the sound of clinking metal from the shovels, and I can picture those brightly colored flowers."

Strategy in Action

"It seems the main idea is that the **Community Outreach Club** cleaned Mrs. Rios's yard."

Determine Importance: How It Works

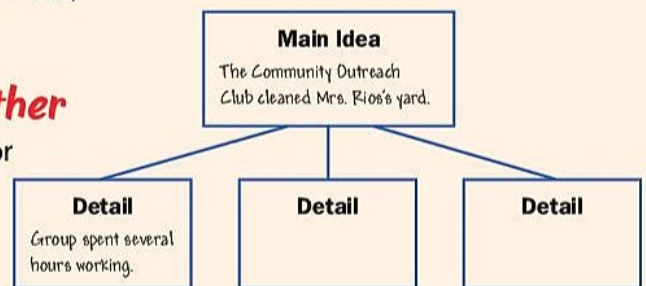
When you determine importance, you identify the most important points or main ideas and add details that support these ideas. A good way to determine importance is to summarize the text, stating the most important ideas about the topic.

► Determine Importance

Focus on the author's most significant ideas and information.

Determine Importance: Practice Together

Reread "A Little Help from Friends." As you read, look for the main idea and record it on the Main-Idea Chart. Add details to support the main idea. After reading, summarize the main idea and share your summary with a partner.



Main Idea-Chart

Academic Vocabulary

- **describe** (di-skrib) *verb*
When you describe something, you tell what it is like.

Focus on Reading

Ask Questions: How It Works

As you read, ask questions about what the author is trying to tell you. Asking questions helps you to learn and clarify information, and to understand or figure out what is important. Use words such as *Who?* *What?* *When?* *Where?* *Why?* and *How?* to ask questions about the text.

Look for answers by rereading or reading on in the text. Sometimes the answers are right there. Sometimes you may need to search different parts of the text. For some answers, you need to analyze what the author is thinking.

Ask Questions: Practice Together

Read "A Good Fit." Pause to ask a question as you read. Use the text and visuals to answer your questions.

Ask Questions

Ask and answer questions to help you connect with what you read.

Strategy in Action

“When I read that you should lift weights correctly to avoid injuries, I wonder what kinds of injuries might happen.”

A Good Fit

Last week, the school opened an after-school fitness club in the gym. The club focuses on all types of fitness training, but the program begins with weight training.

I went in to see what it was all about. Coach Allen said that weightlifting is helpful for staying fit, but we should do it correctly to avoid injuries.

Coach then explained that each day we would warm up before lifting. This will lessen the chance of straining a muscle. After that, a good workout that exercises key muscle groups takes no more than 20 to 30 minutes.

I think I'm going to like this fitness club. It's a good fit!



Make Connections: How It Works

To make connections, put together information in the text with what you know outside of the text to increase your understanding. As you read, you make connections to your personal experiences. You can also connect a text to other texts you have read and to what is going on in the world.

Make Connections: Practice Together

Read "Students Helping Students." Connect the text to your own experiences and what you have read or learned about young people who help others. Tell a partner about the connections you made and how they helped you understand the text.

Students Helping Students

Last September, 12-year-old Kadir Ahmed noticed that his school's tutoring center didn't have enough tutors. Many of the students who came in before or after school couldn't get help. So Kadir formed a team of student volunteers. They created online lessons for math, reading, and science. Kadir's free service is called Tutoring Aid. Nearly 200 students have used the service since it was created.



► Make Connections

Combine your knowledge and experiences with the author's ideas and information.

Strategy in Action

“ I read the school did not have enough tutors. I think this is a problem because I know how much tutoring can help.”

Make Inferences: How It Works

When you make inferences, you put together clues from the text with what you already know to figure out what the author means.

I read "So Kadir formed a team of student volunteers." +

I know it's a lot of work to organize and lead others. =

And so I think Kadir is a hard-working, confident leader.

Make Inferences: Practice Together

Read "Students Helping Students" again. As you read, look for ideas in the text that are not fully explained. Use your own experience and knowledge to make inferences about what the author means but does not directly state.

► Make Inferences

When the author does not say something directly, use text clues and what you know to figure out what the author means.

Focus on Reading

Synthesize: How It Works

Reading is like putting together a puzzle. To **solve** the puzzle, you combine ideas and information from the text to form a bigger picture. This process is called synthesizing. When you synthesize, you draw conclusions, compare information across texts, and form generalizations. You form new understandings about the overall meaning of the text.

When you draw conclusions, you combine what the writer says with related facts and what you know. You combine this information to make a statement about the topic. When you form generalizations, you take ideas from the text, compare them to what you already know, and form an idea that applies to more than one situation.

Synthesize: Practice Together

Read “My Pets.” Use text evidence from the selection and your own experience to draw conclusions, form generalizations, and compare across texts as you read.

► Synthesize

Bring together ideas you learn from texts and combine them into a new understanding.

My Pets

I love animals, but living in an apartment with a strict “No Pets Allowed” rule made my dream of having one seem nearly impossible. I say *nearly* because I’m not one to give up easily on important things. That’s why I volunteered at the local animal shelter. It’s been amazing to love not just one but many animals.



I work most days after school. Between playing with the cats and walking the dogs, I’m very busy. Last week, we even cared for a few ferrets. My favorite part of the job is helping people adopt pets. I know I can’t bring one home with me, but it sure feels great to see so many people find new best friends. In the end, I feel like the luckiest girl alive.

Strategy in Action

“ I read that the narrator doesn’t give up easily. She also finds a way to be with animals. So, I conclude that she is a determined person.”

Strategy in Action

“ I read that many people find new animal friends. I know that many people adopt pets. I think it is true that many people have animal friends.”

Academic Vocabulary

• **solve** (solv) verb

When you **solve** a problem, you find the answer to it.

Try It!

Read “A Farewell Celebration.” Use the reading strategies you’ve been practicing before, during, and after reading to help you understand the selection.

A Farewell Celebration

Saying goodbye is hard, especially when the person has meant so much to so many. What is a fitting farewell? Hear the story of how one school said goodbye to a much-loved leader.

Marc hung the last poster and breathed a sigh of relief. Looking around the gym, he felt the weight of all the planning and preparation slip away. The place looked great! He could hardly believe it had all started with his little idea.

Last school year had started with Mr. Summers, the principal, announcing his retirement. He meant so much to the school and the students. Everyone was sad to hear he planned to leave, and everyone had big ideas for how to say goodbye. Shortly after the announcement, a group of teachers and parents organized a meeting to plan a fitting celebration.

Almost a hundred people attended. Marc had gone, too. He had an idea he wanted to share. It had been just a little idea really, something he thought Mr. Summers might like. Entering that meeting room, Marc remembered feeling so small. How could anyone possibly be interested in what he had to say? Finding a chair near the back, Marc sat and listened as idea after idea was presented. He liked many of the suggestions he heard, but none seemed to really excite the group. Most involved a great deal of money and work.

Finally, Marc found the courage to stand and share his idea. He thought everyone could work together and create a “museum exhibit” in the gym. Different groups could make displays showing the contributions Mr. Summers had made to the school throughout his career.

The room grew quiet for a few minutes. Marc looked around, worried that people might laugh. Instead, he found everyone looking thoughtful. Slowly, smiles began to spread across the faces of parents, teachers, and students alike. His idea sparked a lively discussion that lasted another hour as different people shared ideas for displays.

By the end of the meeting, a list of twenty exhibits was made and a date was set for the installation.

Now that day had arrived. The hard work had paid off. Marc could hardly believe his eyes. On one side of the gym hung old photographs from Mr. Summer’s first year at the school. He looked so different! Another section was dedicated to all the school improvements he had overseen and helped raise funds for, including a slideshow of added classrooms and computers and science equipment.

Marc’s favorite display was the one showing pictures of all the fun activities Mr. Summers did with students. The pictures were framed with brightly colored streamers of red, white, and blue. Marc was even in one picture. His class had invited Mr. Summers to build bridges with them for a project. The two had been partners. The picture showed Marc and Mr. Summers accepting the prize for the strongest and tallest bridge.

That picture turned out to be one of Mr. Summer’s favorite parts of the exhibit, too. He was grateful for the hard work that went into the celebration. He thanked everyone, especially Marc, for making his retirement so special. The school even decided to keep parts of the exhibit. They now hang in the main hallway as a tribute to a great principal and a great little idea.

Focus on Vocabulary

Use Word Parts

Many English words are made up of parts. Often you can figure out a word's meaning by looking at the parts.

EXAMPLES

The prefix *mis-* means “wrong.”



Misplace means “put in the wrong place.”

The suffix *-ion* means “state of.”



Perfection means the “state of being perfect.”

Sometimes two base words combine to make a new **compound** word.

tooth + brush = toothbrush

How the Strategy Works

When you read, use word parts to figure out a word you don't know.

1. Look closely at the word to see if you know any of the parts. If you see two base words, think about the meaning of each one.
2. Do you see a prefix or a suffix? If yes, cover it. **misuse**
3. Think about the meaning of the base word.
4. Uncover the prefix or suffix, and think about its meaning.
5. Put the meanings of the word parts together to understand the whole word. Be sure the meaning makes sense in the text.

Use the strategy to figure out the meaning of each underlined word.

How does an invention help you? It makes your life easier. For example, typing on a computer instead of writing by hand solves the problem of reading sloppy handwriting. Computers can also correct words you misspell.

Strategy in Action

“ I see the suffix *-ion*. I'll cover it. There is the base word *invent*. I know *-ion* means 'state of.' So *invent + -ion* means 'state of being invented.' ”

✓ **REMEMBER** Use word parts to figure out an unknown word.

Academic Vocabulary

- **compound** (kom-pownd) *adjective*
When something is a **compound**, it is made of two or more parts.

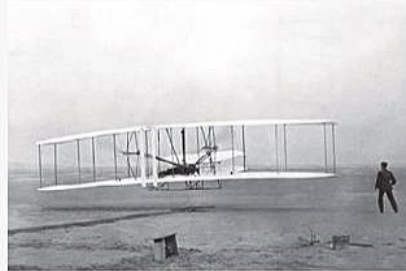
Practice Together

Read this passage aloud. Look at each underlined word. Find the word parts. Put their meanings together to figure out the meaning of the underlined word.

Into the Air

Orville and Wilbur Wright were courageous men. Instead of staying safe on the ground, they looked to the sky. In the late 1800s and early 1900s, they tried to build a machine that would fly. They used equipment from their bicycle factory. They called their machine the airplane.

Their early tries weren't always successful, but the men learned from their mistakes.



▲ The Wright Brothers, in Kitty Hawk, North Carolina, 1903

On December 17, 1903, they finally got their machine to fly. Orville stayed in the air 12 seconds, and Wilbur's flight lasted 59 seconds.

Some Word Parts

Suffix: *-ful* means "having the qualities of"

Suffix: *-ous* means "full of"

Try It!

Read this passage aloud. What is the meaning of each underlined word? How do you know?

Invention Convention

Sandra could not wait to get home. Her mind raced with ideas. She held tightly to the *Invention Convention* application Mr. Worth had given her. Sandra remembered how much fun her older brother had had with this marvelous assignment. Now it was her turn to create a useful gadget from things she found around the house.



Mr. Worth had said a successful invention fixed a common problem but did not require lots of money. After school, Sandra hurried to her basement and began digging through boxes for possible materials. She uncovered a typewriter, some wire, a plastic container, and several lightbulbs. Materials in hand, Sandra set off in search of a problem to solve.

HITCHING a Ride

by Rebecca L. Johnson

SELECTION 1 OVERVIEW

- ▶ **Build Background**
- ▶ **Language & Grammar**
Ask and Answer Questions
Use Different Kinds of Sentences
- ▶ **Prepare to Read**
Learn Key Vocabulary
Plan, Monitor, Ask Questions
- ▶ **Read and Write**
Introduce the Genre
Science Article
Focus on Reading
Reading Strategies
Critical Thinking
Reading Fluency
Read with Intonation
Vocabulary Review
Write About the Guiding Question
- ▶ **Connect Across the Curriculum**
Vocabulary Study
Use Compound Words
Research/Speaking
Study an Endangered Species
Language and Grammar
Ask and Answer Questions
Writing and Grammar
Write About New Ideas

Build Background

Connect

Survey Imagine that you can see what an ocean animal sees. Which animal would you choose? Ask your classmates.

Meet Greg Marshall

Greg Marshall discovered how to put a camera on sharks and other animals. Now we can see what animals see.

Digital Library

myNGconnect.com

▶ View the video.



▲ An ocean animal explores the sea.

Ask and Answer Questions

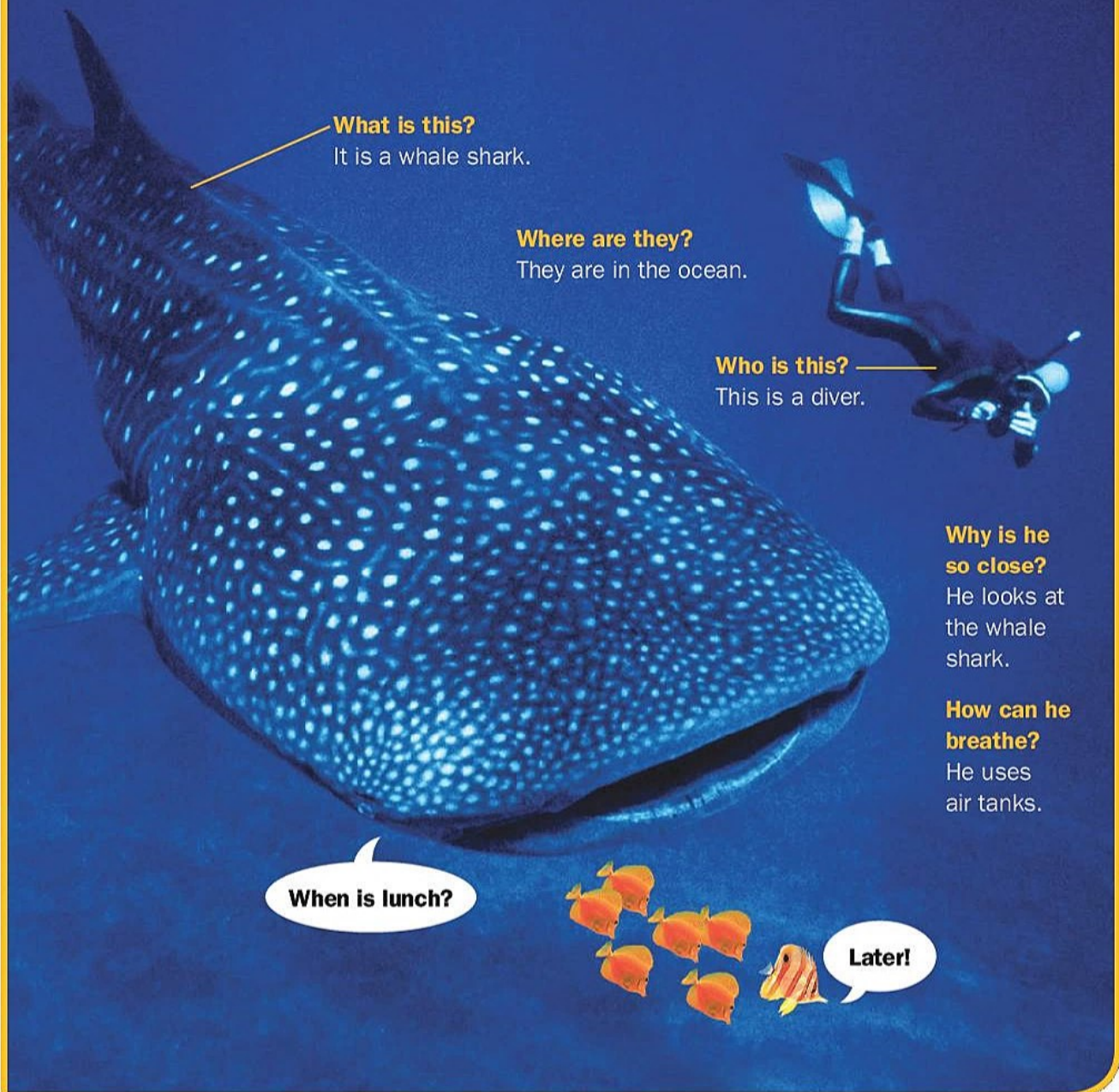
CD



Look at the photo and listen to the questions and answers. Then play the question game by asking and answering the questions.

PICTURE PROMPT

What Are Whale Sharks?



What is this?

It is a whale shark.

Where are they?

They are in the ocean.

Who is this?

This is a diver.

Why is he so close?

He looks at the whale shark.

How can he breathe?

He uses air tanks.

When is lunch?

Later!

Use Different Kinds of Sentences

There are four kinds of sentences. Start every sentence with a capital letter. Each kind of sentence has a different purpose. Use the end mark that fits the purpose.

Kinds of Sentences	Examples
1. Statement Make a statement to tell something. End with a period.	Sharks are fish. There are about 350 different kinds of sharks.
2. Question Ask a question to find out something. End with a question mark.	Are sharks dangerous? How big are sharks?
3. Exclamation Use an exclamation to express a strong feeling. End with an exclamation point.	Sharks have a lot of teeth! I am scared of sharks!
4. Command Give a command to tell someone what to do. End with a period.	Swim away from sharks. Do not shout near a shark.

Practice Together

Listen to each sentence. Write the mark that goes at the end on a card. Then tell what kind of sentence it is. Make up another sentence of the same kind.

- Where do sharks live ____
- Some sharks are huge ____
- Go to the aquarium to see sharks ____
- Sharks hear sounds far away ____
- Do sharks have bones ____

Try It!

Write each sentence, and add the end mark. Then tell what kind of sentence it is. Write another sentence of the same kind.

- Are all sharks dangerous ____
- Read this book about sharks ____
- Sharks can smell things a mile away ____
- What do sharks eat ____
- Sharks are cool ____



▲ Great white sharks are scary!



▲ This is a black tipped shark.



▲ Are hammerhead sharks dangerous?

Ask a Friend

ASK AND ANSWER QUESTIONS

There are more than 300 kinds of sharks in the ocean. What do you want to learn about them? Look at the photos. With a partner, ask and answer questions.



▲ Leopard shark



▲ Nurse shark



▲ Whale shark

Plan your questions. Think about what you want to learn. Write six questions, one for each question word.

Where can I see a shark?
 How big is a shark's fin?

Then ask a partner your questions. Listen to your partner's question. Find answers to your partner's questions. When you and your partner are ready, share your answers.

HOW TO ASK AND ANSWER QUESTIONS

1. When you want information, you ask questions.
 Start your questions with *Who*, *What*, *When*, *Where*, *Why*, or *How*.
2. When you answer questions, you give information.

What do you know about sharks?

They are older than dinosaurs!

USE DIFFERENT KINDS OF SENTENCES

Think about the kinds of sentences you will use to ask and answer questions. Questions ask for information. Your answers are statements, exclamations, or commands.

What can sharks eat? (Question)
 They eat small fish. (Statement)
 Why is a shark's mouth so big? (Question)
 Because it has so many teeth! (Exclamation)
 How can I learn more about sharks? (Question)
 Read a book. (Command)

Prepare to Read

Learn Key Vocabulary

Study the Words Use the steps below.

1. Pronounce the word. Say it aloud several times. Spell it.
2. Rate your word knowledge.
3. Study the example. Tell more about the word.
4. Practice it. Make the word your own.

Rating Scale

- 1** = I have never seen this word before.
- 2** = I am not sure of the word's meaning.
- 3** = I know this word and can teach the word's meaning to someone else.

Key Words

attach (u-tach) verb
▶ page 18



When you **attach** something, you stick it to something else. Use tape to **attach** a poster to your wall.
Related Word: attachment

captive (kap-tiv) adjective
▶ page 21



A **captive** animal is not free to leave. Animals in cages are **captive**.
Related Word: captivity

challenge (chal-unj) noun
▶ page 22



A **challenge** is something that is hard to do. It is a **challenge** to run a race.
Related Words: challenger, challenging

experiment
(ik-sper-i-ment) verb ▶ page 23



When you **experiment**, you try an idea. You can **experiment** in science class.
Related Word: experimentation

invention (in-ven-chun)
noun ▶ page 18



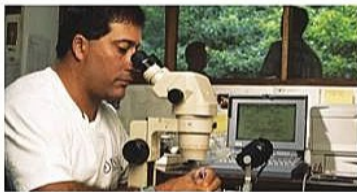
An **invention** is something that is made for the first time. The telephone is an **invention** to let people talk.
Base Word: invent

record (ri-kord) verb
▶ page 18



When you **record**, you make a copy. The singer **records** her song in a studio.

scientist (si-un-tist) noun
▶ page 19



A **scientist** studies things in nature. This **scientist** uses a microscope.
Base Word: science

test (test) verb
▶ page 20



When you **test** something, you try it. You should **test** your flashlight to see if the batteries work.

Practice the Words Make a Study Card for each Key Word. Then compare your cards with a partner.

record

What it means: to make a copy

Example: I record my favorite TV show.

Not an example: I watch a TV show.

Study Card

Plan, Monitor, and Ask Questions

Plan Look over the text before starting to read. Predict what you think might happen or what you might learn. Set a purpose for reading.

Monitor When you don't understand something, reread the text or read on to clarify ideas.

Ask Questions Stop and ask questions to check your understanding.

Look Into the Text

Hitching a Ride

Brightly colored fish swirled around Greg Marshall as he glided over the reef. He checked his air supply. It was almost time to end the dive. Then he saw the shark. It was swimming right toward him. The shark came closer, and closer...

Greg held his breath as the shark swam past. That's when he saw the remora on the shark. A remora is a long, skinny fish...

Plan: I think this text will be about swimming with fish.

Monitor: I'm not sure why Greg Marshall would need to check his air supply.

“When I read on, I see he is diving. The air supply must be the air left in his tank.”

Practice Together

Begin a Reading Strategies Log Use a Reading Strategies Log to show how the strategies help you understand the text. The first row shows how one strategy helped one reader. Reread the passage and add to the Log.

Text I Read	Strategy I Used	How I Used the Strategy
<p>Page: 17</p> <p>Text: Brightly colored fish swirled around Greg Marshall as he glided over the reef.</p>	<p><input checked="" type="checkbox"/> Plan</p> <p><input type="checkbox"/> Monitor</p> <p><input type="checkbox"/> Ask Questions</p> <p><input type="checkbox"/> _____</p>	<p>To plan my reading, I predicted that the story would be about swimming with fishes.</p> <p>_____</p> <p>_____</p>

Science Article

A science article is a type of nonfiction. It tells about real people, places, and events that are related to a science topic, such as an experiment or an observation.

Often, you will see **section headings** that tell what each part of the text is about. One way to preview a text is to read each heading before you read the text. You can monitor as you read to make sure you understand **new or unfamiliar ideas**. Ask yourself questions about ideas you do not understand to learn new information and figure out what is important in the text.

Look Into the Text

heading

Scientists Ask Questions

A whale comes out of the ocean. Then it arches through the air and disappears below. What does it do after it dives out of sight?

That's a good question. It is a problem scientists have tried to work out for years. Studying animals like whales and sharks isn't easy. They can dive deeper than divers in **scuba gear**.



▲ Remoras hitch a ride on a shark.



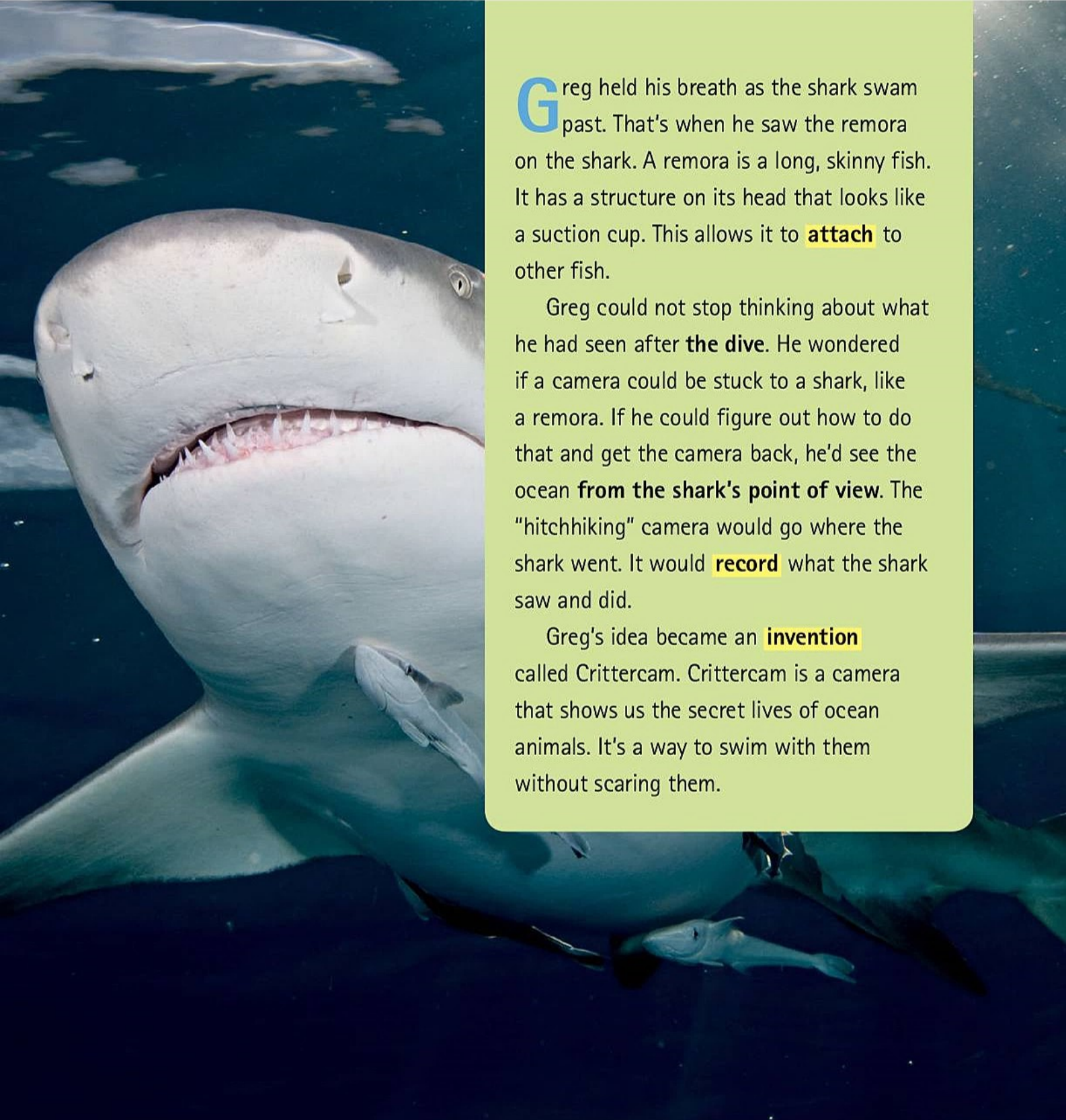
HITCHING a Ride

by Rebecca L. Johnson

Brightly colored fish swirled around Greg Marshall as he glided over the reef. He checked his air supply. It was almost time to end the dive. Then he saw the shark. It was swimming right toward him. The shark came closer, and closer . . .



Comprehension Coach



Greg held his breath as the shark swam past. That's when he saw the remora on the shark. A remora is a long, skinny fish. It has a structure on its head that looks like a suction cup. This allows it to **attach** to other fish.

Greg could not stop thinking about what he had seen after **the dive**. He wondered if a camera could be stuck to a shark, like a remora. If he could figure out how to do that and get the camera back, he'd see the ocean **from the shark's point of view**. The "hitchhiking" camera would go where the shark went. It would **record** what the shark saw and did.

Greg's idea became an **invention** called Crittercam. Crittercam is a camera that shows us the secret lives of ocean animals. It's a way to swim with them without scaring them.

Key Vocabulary

attach *v.*, to connect

record *v.*, to film an event

invention *n.*, a new tool or product

In Other Words

the dive his swim underwater
from the shark's point of view like the shark sees it



▲ With a flip of its tail, a whale dives.

Scientists Ask Questions

A whale comes out of the ocean. Then it arches through the air and disappears below. What does it do after it dives out of sight?

That's a good question. It is a problem **scientists** have tried to work out for years. Studying animals like whales or sharks isn't easy. They can dive deeper than divers in **scuba gear**. They can swim faster than small **submarines** can travel. Scuba divers and submarines can also scare ocean animals. They might act in **unnatural** ways.



▲ Humpback whales jumping out of the ocean

Key Vocabulary

scientist *n.*, a person who studies how nature works

In Other Words

scuba gear clothing and tools made for diving
submarines underwater ships
unnatural strange

Look Into the Text

- 1. Viewing** Look at the photos of the whales. Would it be easy or hard to learn about them from a boat? Why?
- 2. Paraphrase** In your own words, describe Crittercam. What does it **record**?
- 3. Cause and Effect** What caused Marshall to make Crittercam?

Changes in Crittercam design, 1987-2000 ▶



1987



1988

Marshall Invents Crittercam

Greg started building Crittercam in 1987. He began by taking apart a video camcorder. He took out all the parts he didn't need. He **got down to** the camera's basic parts. He placed those parts in a **waterproof metal tube**.

The tube was made so that water would flow smoothly around it. The smooth Crittercam would create less drag for the animal wearing it. Imagine how hard it would be to swim wearing a backpack. That's drag!

The tube also had to be strong. It would probably get bumped as an animal wearing it searched for food.

First Try

Greg made his first prototype of Crittercam. A prototype is a **model**. The first Crittercam model looked like a toy rocket. It had little fins on the sides.

Then Crittercam had to be **tested**. Greg plunged the prototype into a full bathtub to test it for leaks. He made sure that it was buoyant. That meant the camera would float. It needed to float because Greg had to get the camera back when it was done taking pictures.

The camera couldn't be too buoyant. Then it would make the animal wearing it rise in the water. Crittercam had to be like a remora. It had to be smooth and nearly weightless underwater.

Key Vocabulary

test *v.*, to try something in order to learn about it

In Other Words

got down to saved, kept

waterproof metal tube tube that water cannot enter

model small copy of something else



1991



1994



1997



2000

The next step was to test the prototype on an animal. What kind of animal? Something small and easy to handle. Probably not a shark! Greg chose a **captive** turtle in Central America.

Greg carefully strapped Crittercam onto the turtle's shell. The turtle slid into the water of its tank. Greg watched closely. What would the turtle do?



How the Crittercam looks today ▶

Key Vocabulary

captive *adj.*, caged; not wild

Look Into the Text

- Steps in a Process** What was the first step in making the Crittercam? How did Marshall **test** it?
- Inference** Why did Marshall use a **captive** turtle with the prototype?
- Compare and Contrast** How are the Crittercams from 1987 and 2000 alike and different?

The turtle swam around. Greg was happy. The turtle dived down and bobbed up to the surface. It didn't pay any attention to the camera on its back. The first big **challenge** was **overcome**.

Greg kept improving Crittercam. He got a lot of help from his team. They tested it on wild turtles in the Caribbean Sea in 1989.

Greg made harnesses to hold Crittercam in place on the turtles' shells. A harness is a type of strap. Greg put the harnesses on when the turtles came **ashore** to lay eggs. The harnesses didn't work on the

first attempt. The turtles slipped out of them when they went underwater. Greg lost eight Crittercams before he made a harness that worked.

The first fish to wear Crittercam was a captive nurse shark. Greg watched the shark swim around its tank. He could tell that the camera was causing too much drag. So it was **back to the drawing board**. Crittercam got smaller and sleeker. It got better each time it was rebuilt.



◀ Crittercam on a turtle

Key Vocabulary

challenge *n.*, a task that is difficult

In Other Words

overcome finished, completed

ashore out of the water; to the beach

back to the drawing board time to try again

Attaching Crittercam

Greg later went to work for National Geographic. Other people joined him to study ocean animals using Crittercam. The Crittercam team **experimented** with everything from walruses to whales. The team learned something new from each experiment.

One **goal** was to attach Crittercam in ways that were safe for each animal. The team first tried attaching Crittercam to a shark by poking metal tags into its skin. Later the team used a **clamp**. The clamp held the camera on the shark's top fin. No poking was needed.



▲ The Crittercam team safely harnessed, or attached, the camera to a walrus.



▼ The Crittercam harnessed to a hippopotamus

Key Vocabulary

experiment *v.*, to try something in order to make it better

In Other Words

goal thing that they were trying to do
clamp clip

Look Into the Text

1. **Conclusion** How could Marshall tell that Crittercam was causing too much drag on the nurse shark?
2. **Summarize** How did Marshall improve Crittercam after **experimenting** with it each time?

Removing Crittercam

Greg's team has also found **creative** ways to get the cameras off of animals.

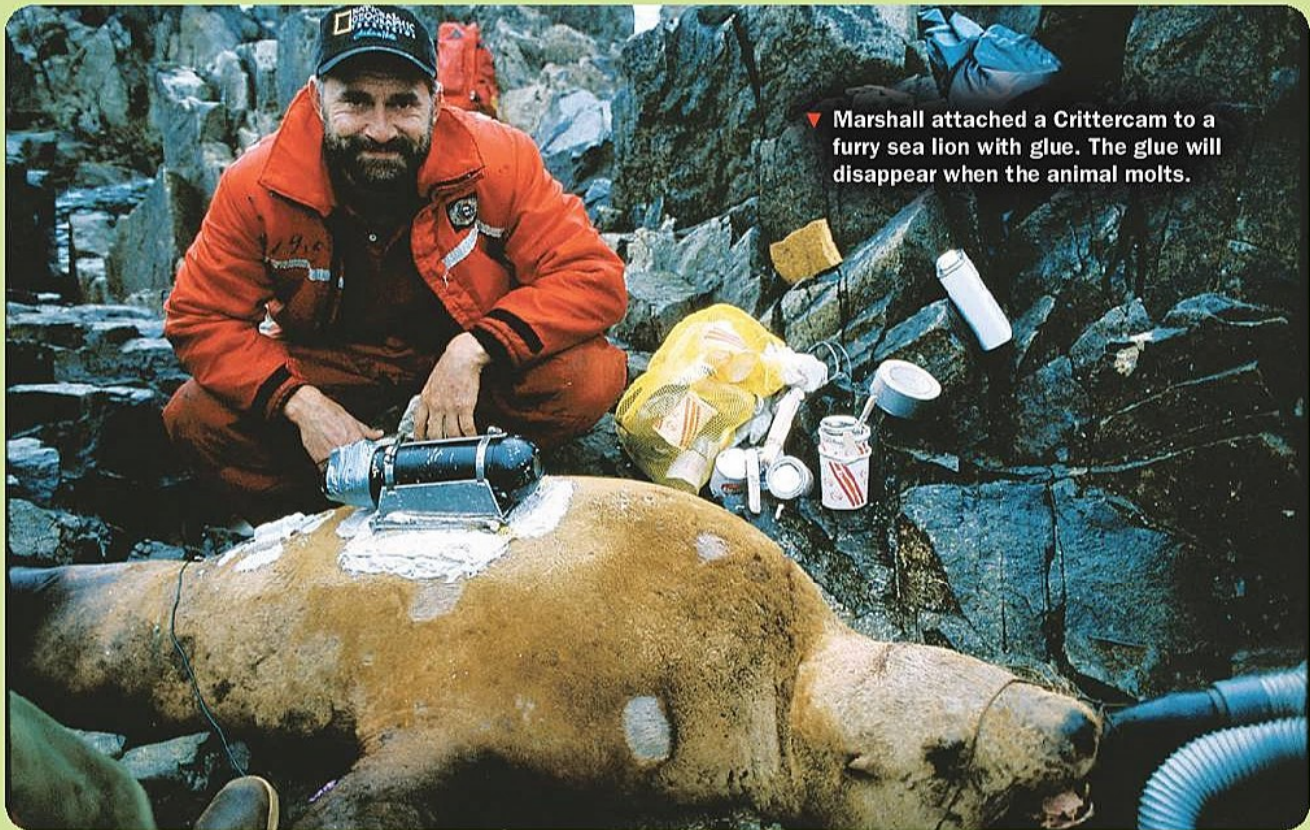
Some animals hop onto ice or land to rest. People then unclip their harnesses to get the cameras.

Seals and sea lions often come out of the sea to **sun** themselves. The Crittercams glued to their fur can be easily removed. What if **traces** of glue are left behind?

They'll disappear when the animals go through a molt. That's when they naturally shed their fur and grow a brand new coat.

The team has also made a tether out of a thin strip of metal that **dissolves**. This rope can tie a camera to an animal. Crittercam pops free when the tether dissolves.

Greg hoped Crittercam would help scientists learn about ocean animals in a new way. And it certainly has! ❖



In Other Words

creative clever, interesting

sun warm

traces small amounts

dissolves slowly disappears in water

Crittercam Expeditions Around the World, on Land and in the Sea

Chichagof Island, Alaska: 2002, 2003

Grizzly Bear

Grizzly bears aren't as unfriendly as they look—to other bears. After the team released this grizzly with the Crittercam, it joined a mom and her two bear cubs. Surprisingly, the bears napped together and even shared meals!



Svalbard, Norway: 1997

Bearded Seal

Cameras showed three-week old bearded seal pups exploring the sea floor alone. They used their noses and flippers to dig in the sand. Scientists still need to learn more, but they think the babies may have learned this from their mom.



KEY

● Location of Crittercam expeditions

▲ Interpret the Map What do the red dots represent?

False Bay, South Africa: 2004, 2005

Great White Shark

Crittercam found that great white sharks don't seem to mind sharing their space with other great whites. Maybe these sharks are friendlier with each other than we thought!



Look Into the Text

- 1. Explain** How do the **scientists** get the cameras off the animals?
- 2. Compare Details** What did Crittercam show about grizzly bears and great white sharks? What do these animals have in common?
- 3. Judgments** Was Marshall's project a success? How do you know?

CRITTERCAM TO THE RESCUE

Some scientists thought Crittercam wouldn't work. Others worried that it might even harm animals. But the Crittercam team has proved that the cameras are safe. And we've learned a lot about ocean animals along the way. Here are just a couple of the things we now know about ocean animals thanks to Crittercam.

The Great White Mystery

The world of a great white shark comes into view with Crittercam. The shark's head moves slowly from side to side. What is it doing?

What the Crittercam Found The shark is hunting. Exactly how the shark is hunting is an important discovery. It looks for **outlines** of fish or seals. The great white shark speeds up to attack when it spots a shape!

A Whale of a Question

Sperm whales are fast divers. They can also travel hundreds of meters underwater. This makes them very hard to follow. It's not hard for the Crittercam! So what did the camera discover?

What the Crittercam Found These whales talk to each other. They use clicks and high squeals to communicate. They also communicate using whistles and deep "huffing" sounds. The whales **groom** each other. They bump into each other hard enough to knock off pieces of loose skin.



▲ Crittercam is tethered to the shark's dorsal, or top, fin.



▲ A sperm whale surfaces. The whales dive deep in the ocean to find food.

In Other Words

outlines the shapes

groom clean and brush

A Big Problem

The Hawaiian monk seal has large brown eyes and **bristly whiskers**. These features make it look a lot like a big, lazy dog. But unlike dogs, the monk seal is endangered. There are only 1,200 to 1,300 of them left in the wild.

Monk seals spend most of their time in shallow water around **coral reefs**. Laws set aside these areas for the seals. This will protect them from harmful people or activities. Yet the number of monk seals keeps shrinking.

What the Crittercam Found Seals spend a lot of time in shallow water. Scientists thought that's where seals must catch their food. The Crittercam showed this is not true. Seals do not feed in shallow water. They hunt for crab and eel in deeper water. They may also look for octopus and other big fish there.

Thanks to Crittercam, scientists now know how important deep water is to the monk seal. Now we can also help monk seals get protection in deeper waters.

The Crittercam allows Marshall and his team to follow the monk seal into deep water. ►



In Other Words

bristly whiskers short, wiry hair on its face

coral reefs areas where coral grows

Look Into the Text

- 1. Paraphrase** Tell in your own words what Crittercam showed when it **recorded** whales.
- 2. Evaluating Sources** Is Crittercam a good source for information about monk seals? Why or why not?

Diving for Dinner

The Crittercam team is deep in the bitter cold of Antarctica. It is working here with scientists. They are studying what the world's largest penguin eats. The emperor penguin looks like he is dressed in a fancy suit for a dinner party. But no one really knows just where these penguins eat their meals. That changes when the Crittercam **catches it all on film!**

Scientists already know that emperor penguins make "yo-yo" dives when they search for food. They dive down for several dozen meters. Then they **zoom** up near the surface and back down again. Finally, they come up for air. But when were they catching their fish? Was it deep in the water? Was it near the surface? Crittercam has the answer!



▲ Crittercams on emperor penguins

What the Crittercam Found The Crittercam team attached the cameras to the penguins using special harnesses. Each penguin wore a camera like a backpack. When the birds were ready, they dove into the sea through holes in the ice.

The team learned that the penguins dive down and then turn to look up at the ice overhead. Against the bright white of the ice, they can easily spot their favorite fish. They go up to grab a meal. Then they go down again for another look at the ice. The penguins make a few of these food-finding trips. Then the penguins pop out of the water with stomachs **bulging full of fish**.

The Crittercam team also strapped cameras pointing in the other direction on some penguins. Why? So they could find out what was happening behind the penguins. The reason for this is because scientists wondered if penguins fish on their own or in groups. What did they find out? These penguins dine alone!

Look Into the Text

In Other Words

catches it all on film records their actions

zoom go quickly

bulging full of fat with

- 1. Explain** Tell how an emperor penguin finds its food.
- 2. Details** What did the scientist learn by putting Crittercam on backwards on some of the penguins?

Connect Reading and Writing

Vocabulary

attached

captive

challenge

experiment

invention

recorded

scientists

test

CRITICAL THINKING

1. SUM IT UP Use your Reading Strategies Log to summarize the selection to a partner.

Text I read	Strategy I used	How I used the strategy
Page: 17 Text: Brightly colored fish swirled around Greg Marshall as he glided over the reef.	<input checked="" type="checkbox"/> Plan <input type="checkbox"/> Monitor <input type="checkbox"/> Ask Questions <input type="checkbox"/> _____	To plan my reading, I predicted that the story would be about swimming with fish.

Reading Strategies Log

2. Describe and Explain Tell a partner about the Crittercam. Explain why the **invention** was such a **challenge** to make and use. Use details from the selection to support your ideas.

3. Speculate Why do you think Marshall **experimented** with different ways to **attach** the camera to different animals?

4. Compare Think about your survey. To what animal would you **attach** the Crittercam now? Why? Compare your responses.

READING FLUENCY

Intonation Read the passage on page 638 to a partner. Assess your fluency.

1. My tone never/sometimes/always matched what I read.
2. What I did best in my reading was _____.

READING STRATEGY

What strategy helped you understand this selection? Tell a partner about it.

VOCABULARY REVIEW

Oral Review Read the paragraph aloud. Add the vocabulary words.

_____ wanted to know what sea animals do underwater. It was a real _____ to find out. The _____ sea animals in zoos do not live in very deep water. So the scientists _____ a camera to wild sea animals. The cameras _____ what the animals did underwater! Scientists continue to _____ and _____ new ways to use their _____ to help animals.

Written Review Imagine you are a **scientist** trying to find out how birds build their nests. What kinds of **challenges** would you have? Write a paragraph about it. Use five vocabulary words.



WRITE ABOUT THE



Explore New Possibilities

Asking questions leads to **inventions** and new possibilities. Do you agree or disagree? Write your ideas. Reread the selection to find support for your ideas.

Vocabulary Study

Use Compound Words

Academic Vocabulary

- **compound** (kəm-pownd) *adjective*
When something is **compound**, it is made of two or more parts.

What Are Compound Words? A **compound** word is made by combining two base words.

Follow these steps to figure out the meaning of a **compound** word.

1. Find the base words. **waterproof** = **water** + **proof**
2. Figure out the meaning of the base words.
water = a liquid, as in ocean water
proof = able to keep something out
3. Put the meanings of the base words together to figure out what the word means. A **waterproof** camera keeps water from getting inside.

Analyze Compound Words Figure out the meaning of each word.

1. hitchhiking, p. 18
2. backpack, p. 20
3. bathtub, p. 20
4. underwater, p. 20
5. outlines, p. 26
6. overhead, p. 28

Research/Speaking

Study an Endangered Species

Academic Vocabulary

- **research** (rē-surch) *verb*
When you **research** something, you look for information about it.

An endangered species is a type of animal or plant that may not be able to survive. With a group, use online and print resources to **research** an endangered species.

- 1 **Gather Information** Answer these questions:
 - Why is the animal considered an endangered species?
 - How do people try to protect and save the animal?
- 2 **Discuss as a Group** Imagine you are in charge of a group to help an endangered species. What would you do to help protect and save the species? Why? Use details and examples from your **research**.



Language and Grammar

Ask and Answer Questions

Role-Play With a group, act out a news conference with scientists who study animals. Some students ask questions as the reporters. Other students answer questions as scientists. Use different kinds of sentences when asking and answering questions. Trade roles.

How can sperm whales talk?

They use clicks and other sounds.

Writing and Grammar

Write About New Ideas

Study the Models When you write, you want to keep your readers interested. Use different kinds of sentences to do this.

JUST OK

Greg Marshall, the inventor of Crittercam, had problems attaching Crittercam to ocean animals. I wanted to know more about how Crittercam worked with other animals. I checked National Geographic's Web site to learn how it was attached to a brown bear cub. With the camera, we can see what the bear sees and does. I even saw the bear catch a fish. I wonder why people study bears. Greg Marshall thinks that when we learn about animals, we work harder to protect them.


This writer only uses statements. The reader thinks: "This is really boring!"

BETTER

Greg Marshall, the inventor of Crittercam, had problems attaching Crittercam to ocean animals. How did it work with other animals? Check out National Geographic's Web site to learn about how it was attached to a brown bear cub. It was a lot of work to get Crittercam on. But with the camera, we could see what the bear sees and does. I even saw the bear catch a fish! Why do people do so much work to study bears? Greg Marshall thinks that when we learn about animals, we work harder to protect them.

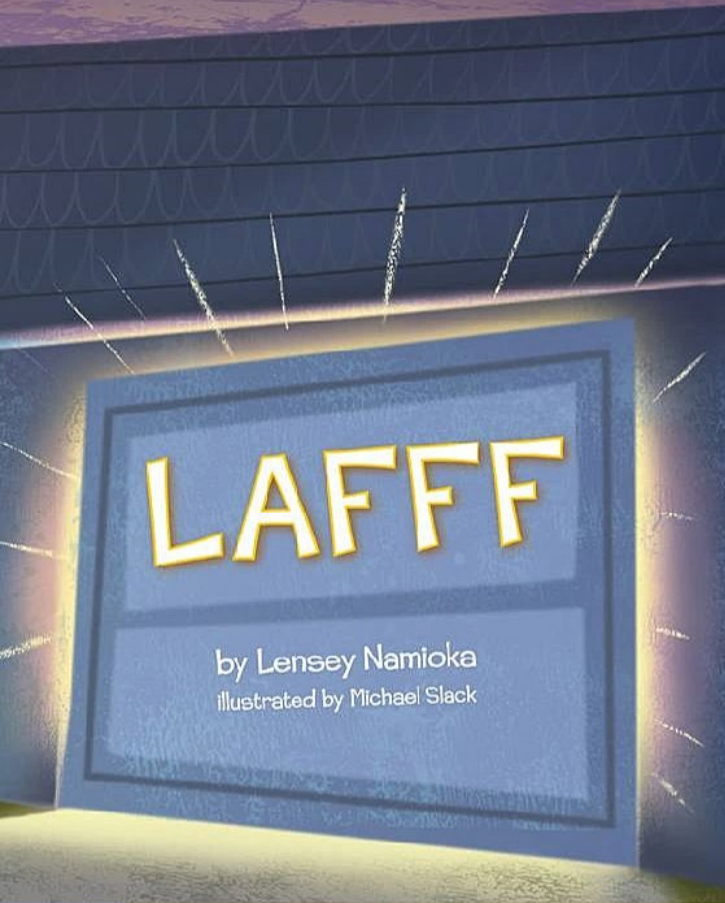
This writer uses different kinds of sentences. The reader thinks: "This is very interesting!"

Add Sentences Think of two sentences to add to the BETTER model above. Be sure to use different kinds of sentences.

 **WRITE ON YOUR OWN** Write about something you learned about animals. Pay attention to the kinds of sentences you use.

REMEMBER

- Use a **statement** to tell something. It ends with a period.
- Use a **question** to ask something. It ends with a question mark.
- Use an **exclamation** to express a strong feeling. It ends with an exclamation point.
- Use a **command** to tell someone what to do. It ends with a period.



SELECTION 2 OVERVIEW

- ▶ **Build Background**
- ▶ **Language & Grammar**
Express Ideas and Feelings
Use Nouns
- ▶ **Prepare to Read**
Learn Key Vocabulary
Make Connections, Make Inferences, Visualize
- ▶ **Read and Write**
Introduce the Genre
Short Story
Focus on Reading
Make Connections, Make Inferences, Visualize
Critical Thinking
Reading Fluency
Read with Expression
Vocabulary Review
Write About the Guiding Question
- ▶ **Connect Across the Curriculum**
Vocabulary Study
Use Prefixes
Literary Analysis
Analyze the Main Problem in Plot
Language and Grammar
Express Ideas and Feelings
Writing and Grammar
Write About Time Travel

Build Background

See Inventions Through Time

Quickwrite Time travel has fascinated people for years. But what would a time machine look like? Writers, artists, and inventors have all come up with ideas about what a time machine looks like. What's yours?

Connect

Quickwrite Imagine you invent a machine that lets you travel through time. You can visit any place in the past or in the future. Write a paragraph about where you will go. Why do you want to go to this place?

Digital Library

myNGconnect.com

▶ View the video.



▶ The term "time machine" was first seen in H. G. Wells's book *The Time Machine*, published in 1895.

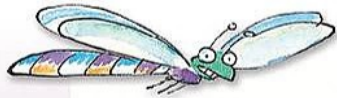
Express Ideas and Feelings

CD



Look at the picture. Where is the boy? What is he thinking? How does he feel? Listen to the song, and then sing along.

SONG



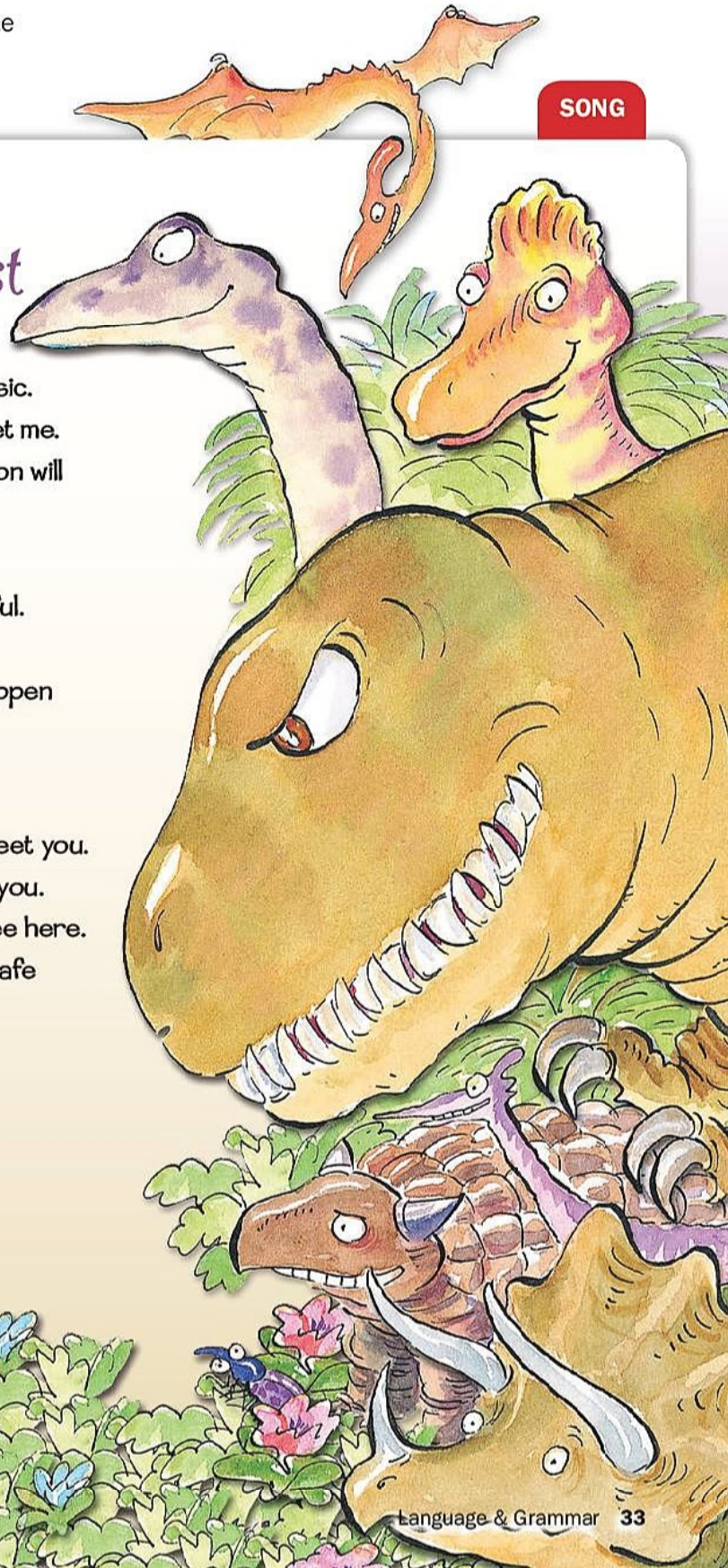
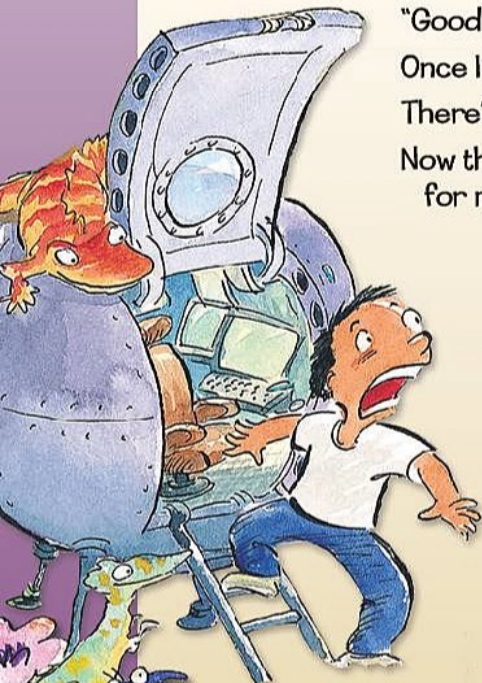
A Trip to the Past

It's amazing. It's fantastic.
I've landed in the Late Jurassic.
Dinosaurs have come to meet me.
They sniff and stare and soon will
start to get me.

I stay mellow. I act cheerful
Even though I'm feeling fearful.
I'm afraid, but I don't show it.
I hate to think of what will happen
once they know it.

So

"Good bye fellows. Glad to meet you.
Once I'm gone I won't forget you.
There's no more I need to see here.
Now that I know it's not too safe
for me to be here!"



Use Nouns

A **noun** names a person, place, thing, or idea.

Idea	I want to travel to another time .
Person	My friend wants to travel, too.
Thing	She wants to see the first telephone .
Place	I want to go to the hospital where I was born!

- A singular noun names one idea, person, thing, or place.

EXAMPLES time, friend, telephone, hospital

- A plural noun names more than one idea, person, thing, or place.

- To make most nouns plural, add **-s**.

EXAMPLES timess, friendss, hospitalss, telephoness

- If the noun ends in **s, z, sh, ch,** or **x,** add **-es**.

EXAMPLES classeses, buzzes, dishes, boxeses

Say each example word. Listen to how the sound at the end is different for each plural.

Practice Together

Tell if the noun in the box names a person, place, thing, or idea. Say the plural form of the noun. Then say the sentence, and add the plural noun.

- friend My _____ and I made a model of a time machine.
- box We used _____ to make the main structure.
- junkyard We found parts at different _____.
- bench There are even three _____ to sit on.
- inch Our time machine is 84 _____ tall!

Try It!

Tell if the noun in the box names a person, place, thing, or idea.

Write the plural form of the noun on a card. Then write the sentence, and add the plural noun.

- year We wish we could go to different _____.
- bench What will parks and _____ look like in 3000?
- car What will _____ use for fuel?
- parent What were our _____ like when they were young?
- dream We will never know, but we have our _____!



▲ We all have different ideas about how a time machine would look.

Take a Trip in Time

EXPRESS IDEAS AND FEELINGS

Imagine that you are stepping into a time machine. Where will you go? Tell a partner about your trip. Tell how you feel and why you feel that way.

HOW TO EXPRESS IDEAS AND FEELINGS

1. To express ideas, tell what you see.
2. To express feelings, tell how you feel. Tell why.



To get started, make a storyboard. Show the place you go. Show the people you meet. Show how you feel. Use your drawing to tell a partner about your trip.

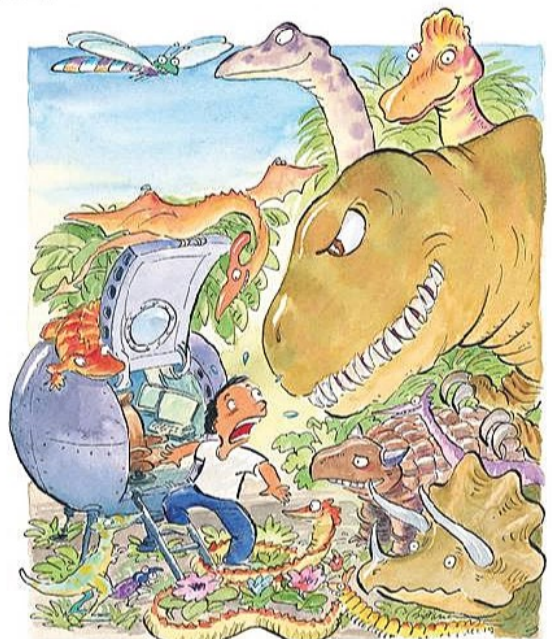
USE SPECIFIC NOUNS

When you tell your story, give details to express your ideas and feelings. Use nouns that give your partner a clear picture of the people, places, things, or ideas that you tell about.

NOT CLEAR		CLEAR
person	▶ family	▶ parent
place	▶ house	▶ room
thing	▶ something in a box	▶ birthday gift
idea	▶ celebration	▶ party
		▶ my mom
		▶ family room
		▶ skateboard
		▶ birthday party

Not Precise: I travel to the future to see a celebration.
 Someone in my family gives me something in a box.
 The party is in our house.

Precise: I travel to the future to see my birthday party.
 My mom gives me a skateboard.
 The party is in our family room.



Prepare to Read

Learn Key Vocabulary

Study the Words Use the steps below.

1. Pronounce the word. Say it aloud several times. Spell it.
2. Rate your word knowledge.
3. Study the example. Tell more about the word.
4. Practice it. Make the word your own.

Rating Scale

- 1** = I have never seen this word before.
- 2** = I am not sure of the word's meaning.
- 3** = I know this word and can teach the word's meaning to someone else.

Key Words

backward (bak-wurd)

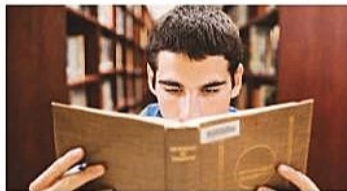
adverb ▶ page 42



To move **backward** is to move toward the back. You can move some chess pieces **backward**.
Antonym: forward

concentrate

(kon-sun-trāt) *verb* ▶ page 52



When you **concentrate**, you think about what you do. You have to **concentrate** when you read.
Synonym: think

convince (kun-vints) *verb*

▶ page 44



When you **convince** someone, you cause the person to agree with you. The woman tries to **convince** her husband that she has a good idea.

destination

(des-tu-nā-shun) *noun* ▶ page 49



A **destination** is a place you plan to go. The **destination** for our summer vacation is New York City.

forward (for-wurd) *adverb*

▶ page 42



To move **forward** is to move ahead or to the front. A sign can tell you to move **forward**.
Antonym: backward

future (fyū-chur) *noun*

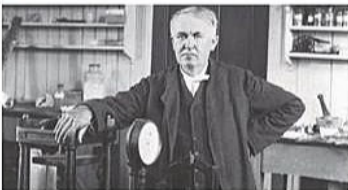
▶ page 47



The **future** is a time that has not yet happened. Tomorrow is in the **future**.
Antonym: past

genius (jēn-yus) *noun*

▶ page 40



A **genius** is someone who is very smart. A **genius** named Thomas Edison invented the lightbulb.

machine (mu-shēn) *noun*

▶ page 41



A **machine** is a tool made of parts that does some kind of work. You can make clothes with a sewing **machine**.

Practice the Words Make a Vocabulary Chart for the Key Words.

Word	backward
Synonym	reverse
Definition	to move toward the back
Sentence or Picture	Mom drives the car <u>backward</u> to park.

Vocabulary Chart

Make Connections, Make Inferences, and Visualize

Make Connections As you read, connect the text to your own experiences, to other texts you have read, and to your knowledge of the world.

Make Inferences Sometimes information in a text is suggested rather than stated. You can figure out what the author means by combining clues from the text with what you already know.

Visualize Use details from the text to help you create mental images. Words that describe how things look, smell, sound, taste, or feel can help you visualize people, places and events.

Look Into the Text

Inference:

The author wants me to know that movies make geniuses look a certain way.

In movies, geniuses have frizzy white hair, right? They wear thick glasses and have names like Dr. Zweistein.

Peter Lu didn't have frizzy white hair. He had straight hair, as black as licorice. He didn't wear thick glasses, either, since his vision was normal.

“Based on what I read and what I know, I think the speaker is suggesting that Peter Lu is a genius.”

Practice Together

Begin a Reading Strategies Log Use a Reading Strategies Log to show how the strategies help you understand the text. The first row shows how one strategy helped one reader. Reread the passage and add to the Log.

Text I Read	Strategy I Used	How I Used the Strategy
Page: 40 Text: frizzy white hair, thick glasses	<input type="checkbox"/> Make Connections <input type="checkbox"/> Make Inferences <input checked="" type="checkbox"/> Visualize <input type="checkbox"/> _____	I pictured a genius as an older person whose hair would be white and frizzy. It helps me see how Peter isn't the typical genius.

Reading Strategies Log

Short Story

A short story is a type of fiction. Fiction is about people, things, and events that are not real. The people or animals in a story are called characters. The characters act out the events in the story.

You can use sensory details to visualize the characters, setting, or events of a story. Picturing the details can make it easier for you to make connections to what you already know or have read before. Visualizing may also help you infer information that the author does not directly tell you.

Look Into the Text

Then on Halloween he surprised us all. As I went down the block trick-or-treating, dressed as a zucchini in my green sweats, I heard a strange, deep voice behind me say, "How do you do?"

I yelped and turned around. Peter was wearing a long black Chinese gown with slits in the sides. On his head he had a little round cap, and down each side of his mouth drooped a thin long mustache.



LAFFFF

by Lensey Namioka
illustrated by Michael Slack



Comprehension Coach

Set a Purpose

Find out how Angela feels about her classmate.

In movies, **geniuses** have frizzy white hair, right? They wear thick glasses and have names like Dr. Zweistein.

Peter Lu didn't have frizzy white hair. He had straight hair, as black as licorice. He didn't wear thick glasses, either, since his vision was normal.

Peter's family, like ours, had **immigrated** from China, but they had settled here first. When we moved into a house just two doors

down from the Lus, they gave us some good advice on how to **get along** in America. I went to the same school as Peter, and we walked to the school bus together every morning. Like many Chinese parents, mine made sure that I worked very hard in school.

In spite of all I could do, my grades were nothing compared to Peter's. He was **at the top** in all his classes. We walked to the school bus without talking because I was



Key Vocabulary

genius *n.*, a person who is very smart

In Other Words

immigrated moved here
get along live; be successful
at the top very successful

a little scared of him. Besides, he was always deep in thought.

Peter didn't have any friends. Most of the kids thought he was a nerd because they saw his head always buried in books. I didn't think he even tried to join the rest of us or cared what the others thought of him.

Then on Halloween he surprised us all. As I went down the block trick-or-treating, dressed as a zucchini in my green sweats, I heard a strange, deep voice behind me say, "How do you do?"

I **yelped** and turned around. Peter was wearing a long black Chinese gown with slits in the sides. On his head he had a little round cap, and down each side of his mouth drooped a thin long mustache.

"I am Dr. Lu Manchu, the **mad** scientist," he announced, putting his hands in his sleeves and bowing.

He smiled when he saw me staring at his costume. It was a scary smile, somehow.

Some of the other kids came up, and when they saw Peter, they were impressed. "Hey, neat!" said one boy.

I hadn't expected Peter to put on a costume and go trick-or-treating like a normal kid. So maybe he did want to join the others after all—at least some of the time. After that night he wasn't a nerd anymore. He was Dr. Lu Manchu. Even some of the teachers began to call him that.

When we became too old for trick-or-treating, Peter was still Dr. Lu Manchu. The rumor was that he was working on a fantastic **machine** in his parents' garage. But nobody had any idea what it was.

One evening, as I was coming home from a baby-sitting job, I cut across the Lus' backyard. Passing their garage, I saw through a little window that the light was on. **My curiosity got the better of me**, and I peeked in.

Key Vocabulary

machine *n.*, a tool made of different parts

In Other Words

yelped yelled in surprise

mad crazy, evil

My curiosity got the better

of me I really wanted to know what was happening

I saw a booth that looked like a **shower stall**. A stool stood in the middle of the stall, and hanging over the stool was something that looked like a great big showerhead.

Suddenly a deep voice behind me said, "Good evening, Angela." Peter bowed and smiled his scary smile. He didn't have his costume on, and he didn't have the long, droopy mustache. But he was Dr. Lu Manchu.

"What are you doing?" I squeaked.

Still in his strange, deep voice, Peter said, "What are *you* doing? After all, this is my garage."

"I was just cutting across your yard to get home. Your parents never complained before."

"I thought you were spying on me," said Peter. "I thought you wanted to know about

my machine." He **hissed** when he said the word *machine*.

Honestly, he was beginning to frighten me. "What machine?" I demanded. "You mean this shower-stall thing?"

He **drew himself up** and narrowed his eyes, making them into thin slits. "This is my time machine!"

I **goggled** at him. "You mean . . . you mean . . . this machine can send you **forward** and **backward** in time?"

"Well, actually, I can only send things forward in time," admitted Peter, speaking in his normal voice again. "That's why I'm calling the machine LAFFF. It stands for Lu's

Artifact For Fast Forward."



Key Vocabulary

forward *adv.*, toward the front

backward *adv.*, toward the back

In Other Words

shower stall place to stand to take a shower

hissed sounded scary

drew himself up stood up straight

goggled looked

Artifact Object, Tool



Look Into the Text

- 1. Character's Viewpoint** Does Angela think Peter is a **genius**? How do you know?
- 2. Explain** Why does Peter name the machine LAFFF?
- 3. Word Choice** Which words or phrases does the author use to make Peter sound scary?

Set a Purpose

Find out if Peter can convince Angela.

Of course Peter always won first prize at the annual statewide science fair. But that's **a long way from** making a time machine. Minus his mustache and long Chinese gown, he was Peter Lu.

"I don't believe it!" I said. "I bet LAFFF is only **good for a laugh**."

"Okay, Angela. I'll show you!" hissed Peter.

He sat down on the stool and twisted a dial. I heard some bleeps, cheeps, and gurgles. Peter disappeared.

He must have done it with mirrors. I looked around the garage. I peeked under the tool bench. There was no sign of him.

"Okay, I give up," I told him. "It's a good trick, Peter. You can come out now."

Bleep, cheep, and gurgle went the machine, and there was Peter, sitting on the stool. He held a red rose in his hand. "What do you think of that?"

I blinked. "So you produced a flower. Maybe you had it under the stool."

"Roses bloom in June, right?" he demanded.

That was true. And this was December.

"I sent myself forward in time to June when the flowers were blooming," said Peter. "And I picked the rose from our yard. Convinced, Angela?"

It was **too hard to swallow**. "You said you couldn't send things back in time," I objected. "So how did you bring the rose back?"

But even as I spoke I saw that his hands were empty. The rose was gone.



Key Vocabulary

convince *v.*, to prove something to someone

In Other Words

a long way from not as hard as
good for a laugh a joke
too hard to swallow unbelievable



“That’s one of the problems with the machine,” said Peter. “When I send myself forward, I can’t seem to stay there for long. I **snap back** to my own time after only a minute. Anything I bring with me snaps back to its own time, too. So my rose has gone back to this June.”

I was finally convinced, and I began to see **possibilities**. “Wow, just think: If I don’t want to do the dishes, I can send myself forward to the time when the dishes are already done.”

“That won’t do you much good,” said Peter. “You’d soon pop back to the time when the dishes were still dirty.”



In Other Words

snap back return
possibilities how I could use
LAFFF to get what I wanted