



READING GATE

150

450L-650L

Kelly Daniels

3

Reading Gate 150

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Acquisitions Editor: Casey Malarcher
Content Editor: Liana Robinson
Copy Editor: Anne Taylor
Cover/Design: Highline Studio

<http://www.seed-learning.com>

Library of Congress Control Number: 2024952915

ISBN: 979-8-88668-101-7

10 9 8 7 6 5 4 3 2 1
28 27 26 25

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READING
GATE 

3

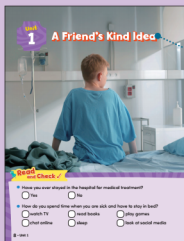
Contents

| Unit | Subject | Title | Reading Skill | Page |
|----------|----------------|-------------------------------|-----------------------|-----------|
| 1 | Language Arts | A Friend's Kind Idea | Sequence of Events | 8 |
| 2 | Health | The Importance of Pain | Main Idea and Details | 14 |
| 3 | Life Science | A Whale's Thank You | Problem and Solution | 20 |
| 4 | Psychology | Effects of Yellow | Cause and Effect | 26 |
| 5 | Life Science | A Heroic Gorilla | Sequence of Events | 32 |
| 6 | Social Studies | Mean World Syndrome | Problem and Solution | 38 |
| 7 | Language Arts | Kato Lomb's Languages | Main Idea and Details | 44 |
| 8 | Language Arts | Gray Hair | Categorizing | 50 |

| Unit | Subject | Title | Reading Skill | Page |
|-----------|----------------|-----------------------------------|-----------------------|-----------|
| 9 | Health | Avoiding Burnout | Problem and Solution | 56 |
| 10 | Social Studies | Witch Trials and Weather | Cause and Effect | 62 |
| 11 | Language Arts | Spielberg's Start | Sequence of Events | 68 |
| 12 | Economics | Free Refills | Cause and Effect | 74 |
| 13 | Life Science | Transplanted Personalities | Main Idea and Details | 80 |
| 14 | Social Studies | Keeping Your Word | Problem and Solution | 86 |
| 15 | Language Arts | Giving It the Thumbs-Up | Compare and Contrast | 92 |
| 16 | Social Studies | Making Eye Contact | Categorizing | 98 |

How to Use This Book

Reading Gate 150 is a three-book series designed to provide guided reading practice for low-intermediate-level readers. The series uses carefully chosen fiction and non-fiction texts that will engage students' attention. The objective of the series is to encourage students to read for both pleasure and study purposes while developing their vocabulary, syntax, reading fluency, and reading comprehension. Students who complete the *Reading Gate 150* series will greatly improve their reading skills.

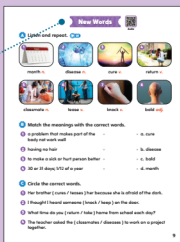


Read and Check

The first page of every unit uses interesting photographs and thought-provoking questions to introduce the unit topic. It also helps students relate the unit topic to their own background knowledge and life experiences. This motivates students and makes it easier for them to understand the reading passage.

New Words

The activities on this page introduce eight new vocabulary words that appear in the reading passage. The use of a picture-dictionary style allows students to create a meaningful connection to the meaning of each written English word—without needing to use their native languages. The target words for each unit are then practiced through various activity types.



Reading

Spread over two pages, the reading passage features highlighted vocabulary words to support students' recall of the new words within the unit. Full-spread photographs or illustrations provide additional support for comprehension of the passage content. The first page of each reading features a **Think and Share** question to promote critical thinking. A **Skill Building** activity on the second page encourages students to more closely examine the reading.

Comprehension

1 Choose the best answer.

1. **SHOULD** means the average amount?
 A. the volume of traffic
 B. the way for a disease
 C. the way to be well or healthy

2. **SHOULD** Sam should be able to walk right _____ him.
 A. next
 B. back
 C. beside

3. **SHOULD** what did Sam think of?
 A. a good house or gift
 B. a good or beautiful
 C. a good first house

4. **SHOULD** why did Sam smile on the way to school?
 A. he was excited
 B. he was nervous
 C. he knew he would be well or healthy

5. **Check the box.**
 1. Sam's diagnosis based him when he returned to school.

2. Sam has his hair because of his treatment.

6. **Complete the sentences.**
 1. Sam's doctor based on Sam had a _____ disease.
 2. The next morning, Sam heard someone _____ on the door.

12 101

Comprehension

This page uses three different formats to check for understanding of the reading passage. It teaches readers how to become strategic readers, building skills that students will use in academic and professional settings throughout their lives.

Graphic Organizer

These activities use a variety of interesting organizational tools to review information and key vocabulary terms.

Summary

This activity provides a final review of the unit's content and vocabulary through practice with collocations.

Graphic Organizer

1. **Summarize:** Complete the graphic organizer.

| returned | based | with | based | had | months |
|-----------------------|--------------------|-----------|-----------|-----------|-----------|
| Sam was able to _____ | Sam's doctor _____ | Sam _____ | Sam _____ | Sam _____ | Sam _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |

2. **Complete the sentences.**

Sam had a serious disease, but _____ of it.
 The treatment made all of Sam's hair fall out, after _____ on his hair for several months. Sam _____ that he would be _____ well or healthy.
 The doctor _____ his friends _____ they had shared their "hair" and _____ the hair. Sam _____ that he would be able to go to school.
 He _____ on his door _____ well or healthy _____ of school.

13

Workbook

1 A Friend's Kind Idea

Word Practice

1 Write the words next to the correct meanings.

| diagnose | back | offend | base |
|-----------------------------------------------------------|------|--------|------|
| to make sure of, to say things that make another feel bad | | | |
| to get a doctor's opinion of someone's health | | | |
| to go back | | | |
| to make someone feel bad or hurt | | | |

2 Choose the correct word to complete the sentences.

1. Today, we have medicines to fight some kinds of _____ diseases.

2. I got my medicine, and it was _____ to me.

3. My hair's falling out, but I'm _____ to always get it back.

4. There will be an important test at the end of the _____ month.

Sentence Practice

3 Choose and complete the sentences.

1. could be good / serious disease / ask for months
 Sam had a _____ disease that he _____ for months.

2. Sam had _____
 3. The doctor _____ his friends _____ the doctor.
 4. Sam _____ at the door.

4. unworkable / the sentence.
 5. He had / the hair / better / with hair / Sam started
 Sam _____ his hair because of his treatment.

6. Sam had / really / returned / home, but / looked / when Sam _____

7. Sam had / just / his friends / because / Sam had _____

8. He had / been asked / asked together / the whole unit / together /

2

Word Practice

The first page of the workbook provides students with writing practice of the unit vocabulary. It also focuses on word recognition and reading practice.

Sentence Practice

The second page of the workbook reviews useful sentence structures. This page helps students consolidate their understanding of the unit concepts.

Unit

1

A Friend's Kind Idea



Read and Check ✓

- Have you ever stayed in the hospital for medical treatment?

Yes

No

- How do you spend time when you are sick and have to stay in bed?

watch TV

read books

play games

chat online

sleep

look at social media

New Words

A Listen and repeat.



 1 month *n.*



 2 disease *n.*



 3 cure *v.*



 4 return *v.*



 5 classmate *n.*



 6 tease *v.*







 7 knock *v.*







 8 bald *adj.*

B Match the meanings with the correct words.

- | | | |
|---------------------------------------------------------------------------------------------------------------------------------------|---|------------|
|  1 a problem that makes part of the body not work well | • | a. cure |
|  2 having no hair | • | b. disease |
|  3 to make a sick or hurt person better | • | c. bald |
|  4 30 or 31 days; 1/12 of a year | • | d. month |

C Circle the correct words.

-  1 Her brother (cures / teases) her because she is afraid of the dark.
-  2 I thought I heard someone (knock / keep) on the door.
-  3 What time do you (return / take) home from school each day?
-  4 The teacher asked the (classmates / diseases) to work on a project together.

A Friend's Kind Idea



Sam had been sick for **months**. His doctor found out he had a serious **disease**, but she believed the disease could be **cured**. "However," the doctor said, "the treatment will make your hair fall out." Sam was sad about losing his hair but wanted to get better.

After a few weeks in the hospital, Sam started to feel better, but he lost all his hair.

A young boy with a shaved head is lying in a hospital bed. He is wearing a grey hospital gown and has a nasal cannula and an IV line in his arm. He is holding a white object in his hand. The background shows a hospital room with a white pillow and a medical monitor displaying '100' and '40/16 - (26)'.

Think and Share

When do people need to stay in a hospital?

break a bone

have a bad accident

People stay in a hospital when they need surgery.

When Sam finally returned home, his best friend visited. Sam told him he was scared to go back to school because his classmates might tease him.

“Don’t worry,” his friend said, “I have an idea.”

The next morning, Sam heard someone knock on the door. When he opened it, he saw his friends. They were all bald, just like him!





“We shaved our heads so you wouldn’t be the only one,” his friend said. As they walked to school together, Sam smiled the whole way.

Skill Building



1. Who thought Sam could be cured? his doctor his mother
2. Underline why Sam didn’t want to go back to school.

Comprehension



A Choose the best answers.

-  1 **Main Idea** What is the passage about?
- a. the actions of friends
 - b. the cure for a disease
 - c. the way to do well in school
-  2 **Detail** Sam worried his classmates might _____ him.
- a. cure
 - b. knock
 - c. tease
-  3 **Detail** What did Sam's friends do?
- a. gave Same a gift
 - b. visited the hospital
 - c. shaved their heads
-  4 **Inference** Why did Sam smile on the way to school?
- a. He was cured.
 - b. He liked what his friends did.
 - c. He knew he would do well in school.

B Circle True or False.

-  1 Sam's classmates teased him when he returned to school. True False
-  2 Sam lost his hair because of his treatment. True False

C Complete the sentences.

-  1 Sam's doctor found out Sam had a _____ disease.
-  2 The next morning, Sam heard someone _____ on the door.

Graphic Organizer



Sequence of Events

Complete the graphic organizer.



returned bald whole disease lost months

Sam was sick for

1 _____



Sam got better, but

he 3 _____
all of his hair.



Sam's friends shaved
their heads to become

5 _____



The doctor
said his

2 _____
could be cured.



Sam 4 _____
home and his best
friend visited him.



Sam and his friends
walked to school,
and Sam smiled the

6 _____ way.



Summary



Complete the sentences.



Sam had a serious disease, but 1 _____ of it.



The treatment made all of Sam's hair fall out. After 2 _____



his best friend visited him. Sam told him that he
was scared his 3 _____ would tease him.



The next morning, his friends 4 _____.



They had shaved their heads and 5 _____ like



Sam! This made Sam feel better about going to school.

he was cured

knocked on his door

were all bald

classmates at school

he returned home