Name _____

behaviors	disappearance	energetic	flurry
migrate	observation	theory	transformed

Write a complete sentence to answer each question below. In your answer, use the vocabulary word in bold.

1. What are some **behaviors** that are often rewarded? _____

_____

2. What might cause the **disappearance** of animals in the wild?

_____

_____

3. What kind of work would be good for an **energetic** person?

_____

_____

4. When is there a **flurry** of activity in your school? _____

_____

5. What kinds of animals **migrate** to or from the area where you live?

_____

_____

6. What is an **observation** you have made about the weather in your area?

_____

_____

7. In what school subject might you test a new **theory**?_____

_____

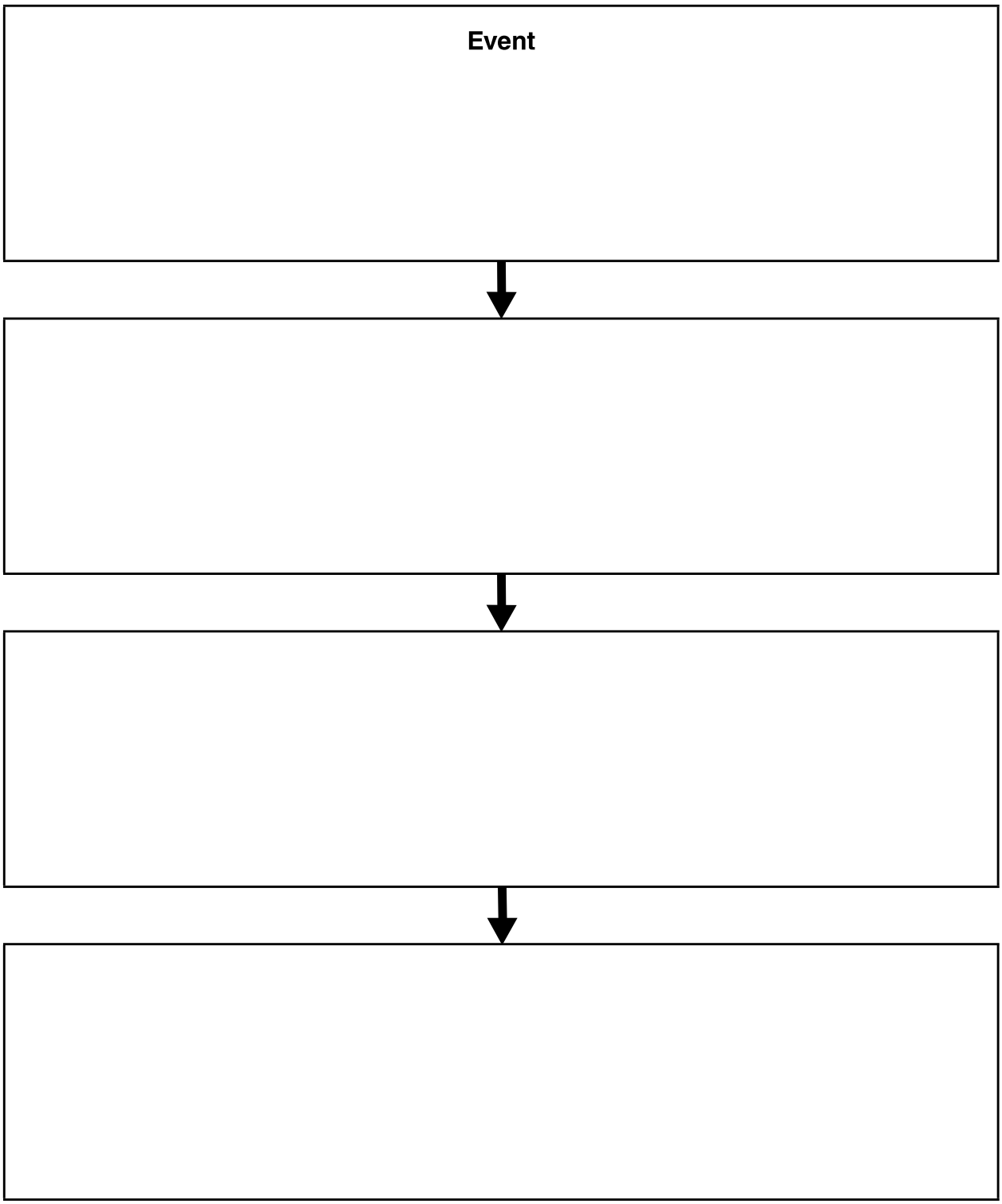
8. How can an actor be **transformed** in a movie?

_____

_____

Name _____

Read the selection. Complete the sequence graphic organizer.



Name _____

Read the passage. Use the reread strategy to check your understanding of new information or difficult facts.

From Slave to Scientist

George Washington Carver was an African American born into slavery in the South. He went on to become an agricultural chemist. He also taught and did research. His research made him well known, but teaching the children of former slaves may have meant more to him.

Early Years

Carver was the son of a slave woman owned by Moses Carver. As a child, Carver was greatly interested in plants. When he walked in the woods, he would collect different types. He loved to learn. He learned to read and write when he was still a young boy. At first he was taught at home. Then when he was about 11 years old, he went to a school for black children.

For the next 20 years, Carver worked his way through school. In 1890 he started college. He showed skill as an artist, but he wanted a career in agriculture. Carver hoped that his work would help African Americans in the South. Many of them worked on farms. Carver finished college in 1894. Then he earned a master's degree in 1896.

Tuskegee Instructor and Researcher

Carver then moved to Alabama to teach at the Tuskegee Institute. This was a school for African Americans. Carver became head of the agriculture department.

Carver and his capable students ran experiments to test the soil in Alabama. Through these tests, the students could find out which kinds of plants would grow well there.

Name _____

In later years, Carver led other research projects to help southern farmers. He looked for ways that farmers could grow more crops. His teams ran experiments in soil management and crop production. He also managed an experimental farm. There his students planted different types of crops to see which ones would grow best.

The soil in many places in the South was ruined by the planting of only cotton. Cotton had been planted year after year. Carver told local farmers to plant peanuts and sweet potatoes. He found that these crops would grow well in the Alabama soil. They would also put health back into the soil.

Library of Congress Prints and Photographs Division

Carver developed hundreds of foods and other products from peanuts and sweet potatoes.

Through research, Carver found that peanuts could be made into many kinds of items. He made at least 300 products from peanuts. Some of these were cheese, milk, and soap. Sweet potatoes also turned out to have many uses. Carver made more than 100 products from sweet potatoes. Flour, ink, and glue were a few of these.

In 1914 Carver published information about his research. As a result, many more farmers began to raise peanuts and sweet potatoes. In 1921 Carver spoke before Congress. He explained the value of peanut production. The peanut became a leading crop in the country. Carver freed the South from its dependence on cotton.

Later Years

In 1940, Carver gave his life savings to the Tuskegee Institute. The funds were used to create the George Washington Carver Research Foundation. Carver died in 1943. He is buried on the grounds of the Tuskegee Institute—the place where he had enjoyed such a long and rewarding career.

Name _____

A. Reread the passage and answer the questions.

1. What sequence of events might you include in a summary of George Washington Carver's education?

_____

_____

_____

2. What happened *after* Carver published his research on peanuts? Tell where in the passage you found the evidence for your answer.

_____

_____

_____

_____

3. How do the subheads support the chronological sequence of the passage?

_____

_____

_____

B. Work with a partner. Read the passage aloud. Pay attention to expression and phrasing. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

The Bear Facts

Frank Craighead and his twin brother John grew up near Washington, D.C. They learned a great deal about nature from their father. The brothers later used this experience to create survival courses for the military. After World War II, Frank and his brother studied grizzly bears in Yellowstone Park. Frank developed radio collars to track bears as they roamed from place to place. His observations made him an expert on bear behavior.

Comstock Images/Alamy

Frank Craighead studied grizzly bears. He helped protect their habitat.

Answer the questions about the text.

1. **How can you tell that this text is a biography?**

_____

_____

2. **What evidence from the text suggests that Frank Craighead thought of new ways to study wildlife?**

_____

_____

3. **How are the events from Frank Craighead's life presented in the text?**

_____

_____

4. **What additional information does the photo caption provide about Frank Craighead?**

_____

_____

Name _____

Underline the word in each sentence that contains a Greek or Latin suffix. Then write your own sentence using the word correctly.

1. George Washington Carver went on to become a chemist.

_____

_____

2. Carver showed skill as an artist, but he wanted a career in agriculture.

_____

_____

3. Carver's teams studied methods of soil management.

_____

_____

4. Carver freed the South from its dependence on cotton.

_____

_____

5. In 1914 Carver published information about his research.

_____

_____

Name _____

A. Write the correct *-ed* and *-ing* forms of each verb.

	Verb	+ *ed*	+ *ing*
1.	regret	_____	_____
2.	amuse	_____	_____
3.	qualify	_____	_____
4.	ease	_____	_____
5.	threaten	_____	_____

B. Add the correct *-ed* or *-ing* ending to the verb in parentheses to complete each sentence. When the action happens is shown.

6. ***now*** The thin paint is **(drip)** _____ down the canvas.

7. ***past*** The new bird species **(fascinate)** _____ the young biologist.

8. ***past*** My mother **(study)** _____ books about unusual animals.

9. ***now*** The camping store is **(donate)** _____ supplies for our trip.

10. ***now*** We are **(hope)** _____ to see many natural wonders.

Name _____

Evidence is details and examples from a text that support a writer's opinion. The student who wrote the paragraph below cited evidence that supports his or her opinion about the author's use of sequence.

Topic sentence →

Evidence →

Concluding statement →

I think that in "From Slave to Scientist," the author uses sequence effectively to help readers follow the life of George Washington Carver. By detailing Carver's life, from his early years through his later years, the author is able to show the dramatic events that occurred during Carver's life. The author provides important information about these events. The author links events and ideas with transitions, such as "when" and "later." Sequence helps the reader easily see how the events in Carver's life are connected.

Write a paragraph about the text you have chosen. Show how the author used sequence. Cite evidence from the text. Remember to use precise language to express your points and use plural nouns correctly.

Write a topic sentence: _____

_____

Cite evidence from the text: _____

_____

_____

_____

_____

End with a concluding statement: _____

_____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what details you can add to support the main idea.

Draft Model

Cacti need special care. They aren't like other plants. I looked it up, and I found out how to care for them.

1. What facts, examples, and concrete details would help readers understand what kind of care cacti need?
2. What details would help explain how cacti are not like other plants?
3. What other details would help develop the main idea and make it more interesting?

B. Now revise the draft by adding details to help support the main idea.