

## **Chapter One – Salt from the Sea**

Tess, Nate, and Sam are at Val’s house. Tess makes popcorn and looks for the salt. This provokes a discussion of salt’s place in our lives and its importance to foods. The team decides that salt and its sources would make a good subject for their next film. The popcorn has a strange taste because Tess mistakenly used sugar instead of salt.

## **Chapter Two – Salt of the Earth**

The team meets in film class with their teacher Ms. Reese. Val doesn’t have much to report, but Nate has learned that salt was once worth as much as gold. They also discuss salt’s place in good health and the fact that roads were once built just to carry salt. Tess reports that salt can come from rocks and streams. Sam decides that they should go to a grocery store.

## **Chapter Three – Salt in the Store**

It turns out to be an interesting trip. The ingredients are listed on the label on every wrapper, package, and can include salt. Val makes an appointment for the team to visit a town named Salt Lick the following week. It has a salt mine.

## **Chapter Four – Salt Lick**

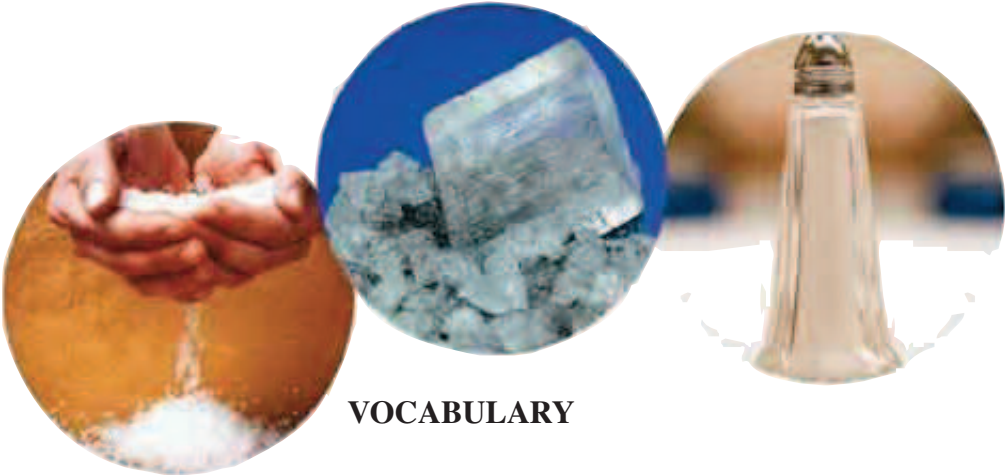
Tess Sharp’s dad, who seems always to be available, drives the team to Salt Lick. They park near a small house made of gray blocks. Inside they meet Nicky, who has a wealth of information about salt rocks. She gives each one of them a large white salt rock. They are surprised to learn that the walls of the small house are made of salt blocks.

## **Chapter Five – Pink Salt**

A tall, thin man, Bill, enters the house. They follow his truck in Mr. Sharp’s car to a trailer where they don hard hats with lamps. Bill leads them to a lift which takes them 200 feet underground. They are in a huge lighted salt cave. Sam films as they walk around, noticing colors on the walls left by sea creatures eons ago. By radio, Bill invites Dan to join them. He arrives by truck from another end of the mine.

## **Chapter Six – Salt Song**

Dan, obviously a character, has long white hair and a beard. He is known as the Salt Man. He tells them that the salt in this mine was deposited by the sea millions of years ago. He is full of lore about salt and the mine. Later Sam writes a rap song about salt that the team plays at the end of their film.



**VOCABULARY**

- |          |          |         |
|----------|----------|---------|
| together | shrugged | taste   |
| thought  | table    | sweat   |
| learned  | reach    | thirsty |
| scenes   | prank    | laughed |

**FOLLOW-UP ACTIVITIES**

1. Students will research locations from which the world gets its salt.
2. Students will look into the history of salt, when it was first used, by whom, etc.
3. Students will bring in three recipes that call for salt or packaged items that list salt and find out why salt is such a necessary ingredient in food other than for taste.
4. There are many different kinds (and colors) of salt. Students will list at least four kinds of salt.

\*

*Internet and school and neighborhood libraries can be used by students for these assignments.*

**\*EXTENDING THE VOCABULARY**

All of the words below can be found in *Salt*. Look at the first word in each line. There is another word in that line which means almost the same thing. Connect the two words.

- |     |       |        |       |         |
|-----|-------|--------|-------|---------|
| 1.  | group | team   | swat  | food    |
| 2.  | keep  | save   | cake  | dark    |
| 3.  | film  | place  | bowl  | movie   |
| 4.  | smile | grin   | jar   | corn    |
| 5.  | look  | sea    | see   | face    |
| 6.  | odd   | head   | day   | strange |
| 7.  | work  | gold   | job   | shape   |
| 8.  | money | hot    | eyes  | coins   |
| 9.  | road  | street | rain  | ground  |
| 10. | box   | stream | crate | bell    |
| 11. | stop  | school | junk  | halt    |
| 12. | store | shop   | snack | beans   |



**SCRAMBLED WORDS**

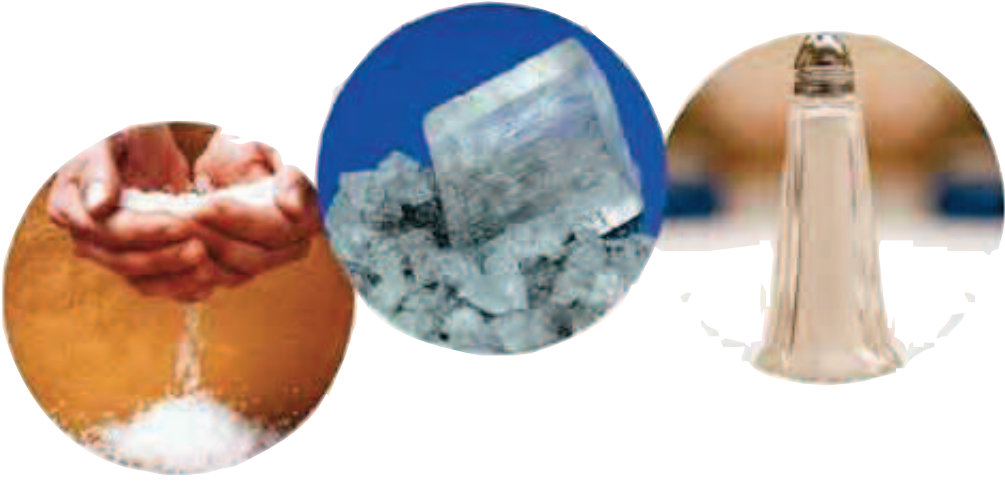
Unscramble the letters to form words from *Salt*. Write the words in the spaces on the right.

- 1. L M F I F \_\_\_\_\_
- 2. G O N S S \_\_\_\_\_
- 3. N E I M M \_\_\_\_\_
- 4. D O F O F \_\_\_\_\_
- 5. R I H A H \_\_\_\_\_
- 6. E T A M T \_\_\_\_\_
- 7. A E V C C \_\_\_\_\_
- 8. R O D O D \_\_\_\_\_
- 9. P L M A L \_\_\_\_\_
- 10. N O W T T \_\_\_\_\_
- 11. G L I R G \_\_\_\_\_
- 12. M E N A N \_\_\_\_\_

**COMPREHENSION**

Find the right answer. Write an “X” on the line to the left.

- 1. At Val’s house, Tess was in the kitchen making  
 \_\_\_\_\_ cookies    \_\_\_\_\_ a cake    \_\_\_\_\_ popcorn
- 2. The team learned that ,at one time, coins were made of  
 \_\_\_\_\_ salt    \_\_\_\_\_ lead    \_\_\_\_\_ iron
- 3. Sam made up his mind to lead the team to a  
 \_\_\_\_\_ store    \_\_\_\_\_ playground    \_\_\_\_\_ park



4. The names of the film team were: Val, Tess, Sam and  
\_\_\_\_\_ Nell \_\_\_\_\_ Nate \_\_\_\_\_ Ned
5. The team was driven to Salt Lick by  
\_\_\_\_\_ Val's dad \_\_\_\_\_ Tess's dad \_\_\_\_\_ Sam's dad
6. The walls of the Salt Shack were made of  
\_\_\_\_\_ bricks \_\_\_\_\_ wood \_\_\_\_\_ salt blocks
7. Before going down into the mine, the group had to put on  
\_\_\_\_\_ hard hats \_\_\_\_\_ thick shoes \_\_\_\_\_ heavy gloves
8. The team was surprised when Dan arrived in a  
\_\_\_\_\_ wagon \_\_\_\_\_ truck \_\_\_\_\_ bicycle

## **Chapter One – Living in a Glass House**

Nate, Val, and Tess are having a cook out at Sam's house. He is the cook. While he is outside tending to the grill, Tess inadvertently closes a glass door; Sam crashes into it, but is unhurt except for a bumped nose. This provokes a discussion about glass and a choice for the team's next film.

## **Chapter Two – D.I.Y. Glass**

Val and Tess visit the Beads and Stuff shop. Its owner, Jean, describes how glass is made of sand, ash, and heat, and directs them to a glass blowing operation in town. They spend quite a bit of time admiring the glass beads in the shop. They discover what D.I.Y. means in the Beads and Stuff shop.

## **Chapter Three – E-Mail from Tess**

Tess sends e-mail to her three friends. In it she tells them about a trip with her father to a glass blowing site. She describes the workers, their garb, and their glass blowing technique in detail, and mentions that one day she would like to try glass blowing herself.

## **Chapter Four – Glass Break Down**

Nate has found a place where old glass is taken, and he and Sam hitch a ride in a recycling truck. The driver, Zed, fills them in on his job and the Re Use It Place. Once there, he turns them over to Sarah, who will take them on tour.

## **Chapter Five – Glass Class**

At school, Val and Tess are in the art room. Their instructor, Ms. Roble, shows them pieces of colored glass and describes the method by which glass is colored. She also demonstrates how tiny bits of colored glass, called a glass jigsaw, can be fitted together to make a beautiful pattern.

## **Chapter Six – New from Old**

The next day in class Nate and Sam tell Val and Tess the many interesting facts they learned the day before at the Re Use It Place. They learned the process of recycling glass to make new jars. They agree to return to the Re-Use It Place after school to get it on film. Tess says that she is going to make something special to show them

## **Chapter Seven – Glass for Pip**

The next day at Sam's house, the team watched the DIY channel and saw the Re-Use It Place and Sarah talking about recycling of glass. After eating, the group viewed their own film and is surprised at a scene Val has added. The scene shows Tess actually making a blown glass jar.



**VOCABULARY**

scratchy  
 clerk  
 tomorrow  
 stained

brought  
 meant  
 degrees  
 squinted

together  
 laughed  
 windshield  
 scene

**FOLLOW-UP ACTIVITIES**

1. Plan a trip to a local recycling center with particular emphasis on the glass operation.
2. Ask students to describe experiences they have had with breaking glass (baseball through a window, dropping a drinking glass, etc.). Most of them have probably had one such experience in their lives.
3. Make field trips to local churches and other buildings to view their stained glass windows.
4. Ask a local stained glass artist to speak to the class about his/her craft.

**COMPREHENSION**

Complete each sentence by drawing a circle around the correct word or words.

1. Val, Tess, and Nate went to Sam’s house to \_\_\_\_\_.  
 cook out            study            sing
2. Sam bumped into a glass door and hurt his \_\_\_\_\_.  
 arm            chin            nose
3. Val and Tess visited a shop that sold \_\_\_\_\_.  
 candy            beads            books
4. The shop owner told Val and Tess all about \_\_\_\_\_.  
 glass            wood            water
5. Tess learned that there was a free class in \_\_\_\_\_.  
 film making            glass blowing            cooking



- 6. It is necessary for glass blowers to wear \_\_\_\_\_.  
thick glasses      swimsuits      long-sleeved shirts
- 7. Sam and Nate visited the ReUse It Place to learn about \_\_\_\_\_.  
truck repair      old furniture      broken glass
- 8. Sam and Nate rode to the ReUse It place in a \_\_\_\_\_.  
van                  truck                  wagon
- 9. In the art room, Mrs. Roble showed the class how to \_\_\_\_\_.  
paint watercolors    mold clay              make glass designs
- 0. Val surprised the group with an extra scene in the film about \_\_\_\_\_.  
Sam's cooking      Tess's blue jar      Nate's new car

**TRUE-FALSE**

Some of these sentences are true. If they are, put a "T" on the line. Some are false. If they are, put an "F" on the line.

- \_\_\_\_\_ 1. Val, Tess, and Nate went to Sam's house to paint his porch.
- \_\_\_\_\_ 2. Sam cooked hot dogs for Val and Tess and corn on the cob for Nate.
- \_\_\_\_\_ 3. The team decided to make a film about tropical fish.
- \_\_\_\_\_ 4. Val and Tess went shopping for glass beads.
- \_\_\_\_\_ 5. The owner of Beads and Stuff, Jean, told Val and Tess a lot about how glass is made.
- \_\_\_\_\_ 6. Val and Tess learned that glass has been made for the the last 300 years.
- \_\_\_\_\_ 7. Tess Sharp's father took her to a museum.



- \_\_\_\_\_ 8. Glass blowers must wear protective clothing to protect them from the intense heat.
- \_\_\_\_\_ 9. A kiln is used to cool the glass.
- \_\_\_\_\_ 10. The glass is heated to 2,000 degrees for blowing.
- \_\_\_\_\_ 11. Zed told Sam and Nate that 5 percent of all trash is glass.
- \_\_\_\_\_ 12. Tess went to class and made a red jar.

## RHYMING WORDS

### I. Connect the words that rhyme.

glass	near	took
clear	hill	bring
thing	frame	sun
grill	save	blows
cook	mass	gave
came	flows	class
run	hop	mop
brave	sling	tame
glows	fun	fill
shop	hook	fear

### II. For an extra challenge, connect these words that rhyme.

heat	hoop
break	plum
come	meet
smile	feed
group	rough
bead	would
stuff	style
wood	take





# What on Earth WATER

## Chapter One – Water Break

In the morning, Val Chase finds there is no water for bathing or washing her P.E. uniform. Her brother, Max, is unhappy because there is no water to boil his eggs. At school Val tells her friend Tess about the broken water pipe at home. The two girls share their news with their film classmates Sam and Nate, and the four consider making a film about water.

## Chapter Two – Water Way

That day the team plans a film about water which will also include material about the weather. Later at home, Val talks to a worker repairing the broken pipe. He explains the system of underground pipes that bring water to the Chase home. He suggests that Val call Beth Wells, who manages the town's water source, Lone Crow Lake, about 30 miles away. Val calls Ms. Wells, and both give her much valuable information. That night Val is able to bathe and do her laundry.

## Chapter Three – Water Saver

Tess Sharp's father drives Tess and Sam around the countryside to film farms and parks using great quantities of water. They note that drains in the park save water to use again. They also talk to a man who carefully saves rain water to use on his garden.

## Chapter Four – Water Works

The team makes plans to film at the *Spring Fling*, which will be held at the Water Park this year. In the meantime, Nate writes to get permission to tour and film the wastewater plant. Sam will go with him.

## Chapter Five – Waste Water

At the waste water plant, a guide, Mr. Poole, takes Nate and Sam on a tour during which he shows them many ways to clean and save waste water. He takes them to a series of pools and explains how the used water from homes is put through a series of operations to be treated and cleaned.

## Chapter Six – Spring Fling

After an enjoyable day of fun and filming at Spring Fling, the team finishes its educational film on water. The film is received with great enthusiasm by their teachers who ask to show it to their classes. The team, of course, is very proud of their film.



**VOCABULARY**

- |          |            |         |
|----------|------------|---------|
| clothes  | downstairs | taught  |
| breathed | laughed    | trench  |
| dirty    | percent    | brought |
| frowned  | scratched  | project |

**FOLLOW-UP ACTIVITIES**

1. Visit a local water treatment plant. If that is not possible, check with the library for a film on water reclamation.
2. Let students estimate how many gallons of water their families use each month. (Students could bring in monthly family water bills to confirm their estimates. (They will, doubtless, be surprised.)
3. Students will list sports and activities that require water. (Don't forget winter sports.)
4. Discuss various parts of our country and the world that have water problems and how they are attempting to deal with them.

**COMPOUND WORDS**

There are 16 compounds words (a word made from two small words) in the list below. Circle these words. Then draw a line through the compound word where the two smaller words are joined.

- |          |            |          |
|----------|------------|----------|
| clock    | spring     | group    |
| herself  | rainbow    | teacher  |
| water    | skateboard | eyes     |
| wash     | farm       | indoors  |
| bathroom | hallway    | town     |
| phone    | clipboard  | pals     |
| place    | curb       | outside  |
| without  | yard       | house    |
| anything | laptop     | swimsuit |
| wash     | somewhere  | yourself |
| eggs     | bucket     | anywhere |
| cannot   |            |          |

See if you can think of four compound words that are not in the list above.

_____	_____
_____	_____



## Synonyms, Antonyms, and Homonyms

Connect the words from *Water* that mean the same or almost the same (synonyms).

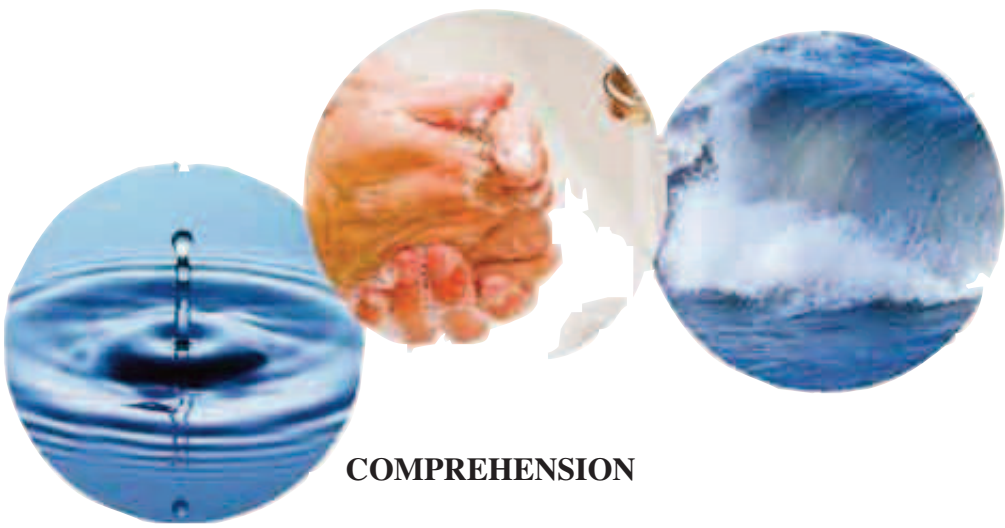
sound	work
big	noise
job	pail
talk	shout
yell	large
look	see
street	speak
bucket	road

Connect the words from *Water* that mean the opposite or almost the opposite(antonyms).

start	good
sleep	dark
bad	under
true	false
dirty	clean
light	wake
sharp	stop
over	dull

Connect the words from *Water* that sound the same but mean different things (homonyms).

one	sea
right	write
four	wood
see	whole
would	wear
knew	won
hole	new
where	for



## COMPREHENSION

1. What happened when Val got up to wash her face?
2. Why didn't Val and her family have any water?
3. Why didn't Sam want to do a film on water?
4. What did Val say to change his mind?
5. Where did Val's water come from? How far away was it from her home?
6. Why was Beth Wells' job so important?
7. Why couldn't the team film the Lone Crow holding tank?
8. The car runs on gas, so why is water important to cars?
9. How did the gardener keep his garden so lush and green?
10. Where did Nate go to search and find a waste water plant in town? How did he contact them?
11. Name four things that we do in and out the of house that use the most water.
12. What does the waste water plant do?

## Chapter One – Choosing a Star

Val, Tess, Nate, and Sam are having lunch together at school. It is obvious that Sam loves sweets while Nate prefers health foods. Sam shows them a stalk of sugar cane which his dad brought back from a trip. The talk turns to sugar, and the team decides that their very first film would be on the topic of sugar.

## Chapter Two – A Sweet Plan

Sam relates to the group all his father had told him about sugar cane. It is clear that the information from Sam's dad is not enough for a film. The stalk of sugar cane tastes sweet, but how is it turned into sugar as we know it? Does sugar come from any other plants? The team needs to find a place that refines sugar.

## Chapter Three – A Note from Tess

Tess writes her friends that she has found a cane plant (a plant that makes things, not a plant that grows). It has a website where Tess learns that sugar also comes from beets, trees (maple), and, of course, bee honey. The local plant takes groups on tour, and Tess Sharp's dad volunteers to drive the friends there.

## Chapter Four – White Gold

At the plant, a worker, Mr. Leeds, tells them they are to see a film. They are shocked; they are here to make a film, not see to one. Nevertheless, the film is full of valuable information. Then they are each given a sugar cube and taken outside. Nate is upset when he spots smoke coming from a building. It seems that refining sugar is hurting the environment.

## Chapter Five – Crushed Cane

The team fears that the smoke comes from burning trash. Nate is clearly upset about this. The group is taken to a glass wall where they can see stalks of cane being crushed by huge wheels. Then dirt and waste stalks are removed. Nate asks about a cart of trash he has seen, but Mr. Leeds does not answer him.

## Chapter Six – Like White Sand

Mr. Leeds explains that the sweet mixture is cleaned and then boiled until it is thick. It then turns into white bits called raw sugar. This procedure is repeated, and the raw sugar is spun to dry. Nate learns (to his relief) that it was steam, not smoke, that he saw coming from the building. The steam is used to power the plant.

## Chapter Seven – It's a Wrap

The team works hard on their film for three days. They work together on the script. They decide to call their film "White Gold."



**VOCABULARY**

health  
tasty  
world  
cubes

sports  
thought  
squeezed  
please

subject  
climbed  
screen  
signed

**FOLLOW-UP ACTIVITIES**

1. Students will find where sugar is grown throughout the world, including the country that produces the most sugar.
2. Students will find which country in the world consumes the most sugar per capita. (Is it the United States?)
3. Students will research the history of sugar. When was it first used? Was it an accidental discovery as so many of the things we enjoy are?
4. Try a taste test. Bring in several brands of artificial sweeteners, as well as white, powdered (confectioners), and brown sugars. Can students tell the difference in a blind taste test?

**COMPREHENSION**

Put the following facts in order by placing a number in front of each one.

- \_\_\_\_\_ Tess writes to her friends about a nearby sugar cane plant.
- \_\_\_\_\_ Val, Tess, Nate, and Sam are each given a sugar cube.
- \_\_\_\_\_ After crushing, the sugar cane is cleaned and boiled.
- \_\_\_\_\_ The team works for three days and finishes the film.
- \_\_\_\_\_ Val, Tess, Nate, and Sam are having lunch.
- \_\_\_\_\_ Tess Sharp’s dad drives the team to the sugar cane plant.
- \_\_\_\_\_ Nate spots smoke coming from a plant building and is worried.
- \_\_\_\_\_ Sam shows his friends a stalk of sugar cane.
- \_\_\_\_\_ Nate is relieved to find it is steam, not smoke coming from the building.
- \_\_\_\_\_ The group decides to make a film about sugar.
- \_\_\_\_\_ The team watches sugar cane stalks crushed by huge wheels.
- \_\_\_\_\_ The group is shown a film at the sugar cane plant.



### FILL IN THE BLANKS

Complete each sentence by choosing the correct word to fill in the blank.

1. Val, Tess, Nate and Sam wanted to make a \_\_\_\_\_.  
kite                      film                      cake
2. Sam showed his friends a piece of \_\_\_\_\_.  
sugar cane                      gum                      cloth
3. The team decided to make a film about \_\_\_\_\_.  
water                      wood                      sugar
4. Tess Sharp's father drove the group to a \_\_\_\_\_.  
museum                      circus                      plant
5. The first thing they saw at the plant was a \_\_\_\_\_.  
film                      machine                      crates
6. It is necessary for sugar cane stalks to be \_\_\_\_\_.  
crushed                      sorted                      stored
7. After boiling the sugar cane mixture must be \_\_\_\_\_.  
cleaned                      shipped                      cooled
8. The final step for turning cane into sugar is \_\_\_\_\_.  
packing                      drying                      sifting



### CREATE A WORD

Many words can be changed into new words by subtracting a letter. For example, the word hurt can be changed to hut simply by subtracting the “r”. Take a letter from each of the following words found in sugar and write the new word on the line.

	Old Word	Take out a letter	New Word
1.	that		
2.	smile		
3.	like		
4.	hand		
5.	plate		
6.	ham		
7.	four		
8.	neat		
9.	where		
10.	trip		
11.	cane		
12.	place		
13.	farm		
14.	stick		
15.	every		





## Chapter One – Wood on Wheels

Val's skateboard has broken in two pieces. At the skateboard repair shop, Val and her friends (Tess, Nate, and Sam) notice that many skateboards are made of wood. This leads to a discussion of the extensive use of wood in sports. The team decides to make its next film about wood. Val leaves her skateboard for repair.

## Chapter Two – Stumped

Val and Nate hike through a nearby forest. Nate knows a lot about the woods because he has been a nature trail groomer. They are both upset when they come across a large number of tree stumps. It very much looks as if someone has been cutting trees illegally.

## Chapter Three – A Chip off the Old Block

Val and Nate go to the library for information about wood while Sam and Tess visit the school wood shop. Mr. Holtz, the teacher, talks to them about the many products made from wood, especially paper. Then they visit Mrs. Roble's art class where they see how woodblock prints are made.

## Chapter Four – Wood Wheels and Flying Boats

In the library, Val and Nate learn that the first wheels were made of wood. They are also fascinated to read about the largest flying boat ever built. It was made entirely of wood and had a wingspan of 300 feet. Although it was made of birch, it was called the Spruce Goose. They also find out a lot about logging and decide to visit a local sawmill to look into the tree stumps they saw in the forest.

## Chapter Five – Knock on Wood

The four friends set off for the mill in Mr. Holtz's truck. A worker, Doug, volunteers to show them around. Val films huge trees being cut into lumber. They learn that a lot of the wood scraps are made into cardboard; nothing is wasted. Doug suggests that they talk to someone at the park about the stumps.

## Chapter Six – The Old Man of the Woods

Nate phones the park and speaks to a worker named Kris. A week later, the four friends meet with Kris on a trail in the woods. She explains that clearcutting trees is bad because it can cause the soil to wash away. Some trees are removed to provide light for younger trees. Kris offers to take them to see the oldest tree in the park. It is called, *The Old Man of the Woods* and is thought to be 500 years old.



## VOCABULARY

pieces

different

picture

laughed

stretched

thought

forest

growth

perfect

library

scraps

leaning

## FOLLOW-UP ACTIVITIES

1. Assign each student one type of wood for a paragraph on which tree it came from, its characteristics, what it is best used for, etc.
2. Schedule a discussion of Dutch Elm Disease and its tragic impact on the nation's elm trees.
3. Discuss the process by which paper is made from wood.
4. Students will list the plus and minus factors of the logging industry today.  
NOTE: This will, undoubtedly, require some research at the library or on the Internet, or both.



## FACT – OPINION

Put a "T" in front of the sentences that are facts.

Put an "O" in front of the sentences that are opinions.

### EXAMPLE:

The United States is south of Canada. (That is a fact.) The weather in the United States is better than the weather in Canada. (That is an opinion.)

- \_\_\_\_\_ 1. Val broke her skateboard going down a hill.
- \_\_\_\_\_ 2. Skateboards should be banned because they are dangerous.
- \_\_\_\_\_ 3. Many objects used in sports are made of wood.
- \_\_\_\_\_ 4. Val, Tess, Nate, and Sam took a film class taught by Ms. Reese.
- \_\_\_\_\_ 5. Film classes should not be taught in high school.
- \_\_\_\_\_ 6. Film classes should only be attended by boys.
- \_\_\_\_\_ 7. Film classes should only be attended by girls.
- \_\_\_\_\_ 8. Forests need special care and attention to prevent forest fires.
- \_\_\_\_\_ 9. Val and Nate found a great deal of information about wood in the library.
- \_\_\_\_\_ 10. Tess and Sam learned a lot about wood products from Mr. Holtz.
- \_\_\_\_\_ 11. Flying boats made of wood turned out not to be a good idea.
- \_\_\_\_\_ 12. At a mill's wood scraps should always be saved for further use.



## WORD PUZZLE

Hidden in the puzzle are 15 words that can be found in *Wood*. Some letters are part of more than one word. Draw a circle around the word when you find it. The 15 words to look for are listed below the puzzle.

S K A T E B O A R D B C  
 E D R E G E H I I E L N  
 A O M P U N C H G G P R  
 P L A C E C S U H K W Y  
 L Z R R C H E G T H E M  
 A H O A R S J M R O R A  
 N S V C L U B S I X Z K  
 E A D K F H K M C O Q I  
 B A S E B A L L K R T N  
 O D I F E E R E N T X G

skateboard

punch

them

bench

baseball

place

right

arm

different

clubs

deck

crack

seaplane

oars

making



## CREATE A WORD

Many words can be changed into new words by adding a letter. For example, the word rain can be changed to train simply by adding the letter “t”.

Put the letter “k” in each of the following words to make a new word. Write the new word in the space next to the old word.

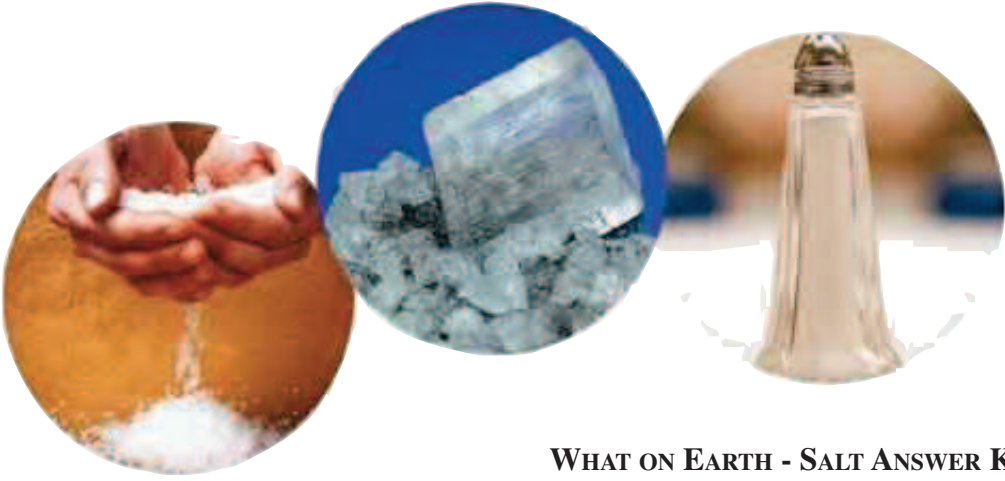
- |              |               |
|--------------|---------------|
| 1. see _____ | 4. new _____  |
| 2. too _____ | 5. than _____ |
| 3. not _____ | 6. ill _____  |

Put the letter “t” in each of the following words to make a new word. Write the new word in the space next to the old word.

- |               |                |
|---------------|----------------|
| 1. one _____  | 4. close _____ |
| 2. all _____  | 5. go _____    |
| 3. race _____ | 6. sick _____  |

Put the letter “s” at the beginning or in the middle (not at the end) of the following words to make a new word. Write the new word in the space next to the old word.

- |               |                 |
|---------------|-----------------|
| 1. care _____ | 4. thirty _____ |
| 2. mile _____ | 5. he _____     |
| 3. well _____ | 6. bet _____    |



## WHAT ON EARTH - SALT ANSWER KEY

### Extending the Vocabulary

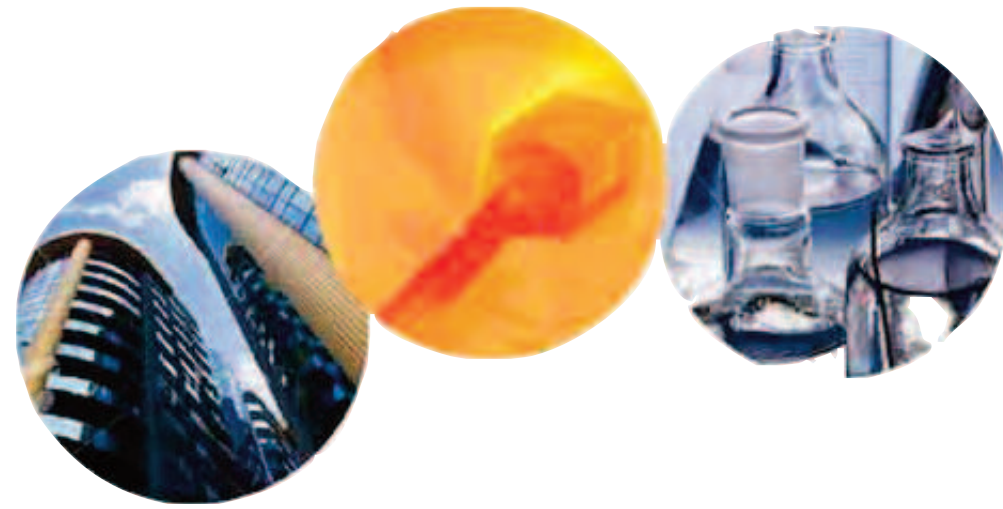
- |          |         |           |        |
|----------|---------|-----------|--------|
| 1. group | team    | 7. work   | job    |
| 2. keep  | save    | 8. money  | coins  |
| 3. film  | movie   | 9. road   | street |
| 4. smile | grin    | 10. box   | crate  |
| 5. look  | see     | 11. stop  | halt   |
| 6. odd   | strange | 12. store | shop   |

### Scrambled Words

- |         |          |
|---------|----------|
| 1. film | 7. cave  |
| 2. song | 8. door  |
| 3. mine | 9. lamp  |
| 4. food | 10. town |
| 5. hair | 11. girl |
| 6. team | 12. name |

### True-False

1. popcorn
2. salt
3. store
4. Nate
5. Tess's dad
6. salt blocks
7. hard hats
8. truck



## WHAT ON EARTH - GLASS ANSWER KEY

### Comprehension

- |                  |                       |
|------------------|-----------------------|
| 1. cook out      | 6. thick glasses      |
| 2. nose          | 7. broken glass       |
| 3. beads         | 8. truck              |
| 4. glass         | 9. make glass designs |
| 5. glass blowing | 10. Tess's blue jar   |

### True-False

- |      |       |
|------|-------|
| 1. F | 7. F  |
| 2. T | 8. T  |
| 3. F | 9. T  |
| 4. T | 10. T |
| 5. T | 11. T |
| 6. F | 12. F |

### Rhyming Words

- |    |       |       |       |     |       |       |
|----|-------|-------|-------|-----|-------|-------|
| I. | glass | mass  | class | II. | heat  | meet  |
|    | clear | near  | fear  |     | break | take  |
|    | thing | sling | bring |     | come  | plum  |
|    | grill | hill  | fill  |     | smile | style |
|    | cook  | hook  | took  |     | group | hoop  |
|    | came  | frame | tame  |     | bead  | feed  |
|    | run   | fun   | sun   |     | stuff | rough |
|    | brave | save  | gave  |     | wood  | would |
|    | glows | flows | blows |     |       |       |
|    | shop  | hop   | mop   |     |       |       |



## WHAT ON EARTH - WATER ANSWER KEY

### Compound Words

her / self

bath / room

with / out

any / thing

can / not

rain / bow

skate / board

hall / way

clip / board

lap / top

some / where

in / doors

out / side

swim / suit

your / self

any / where

sailboat, anywhere, inside, everybody, himself

### Synonyms

sound    noise

big       large

job       work

talk      speak

yell      shout

look     see

street    road

bucket   pail

### Homonyms

one       won

right     write

four      for

see       sea

would    wood

knew     new

hole      whole

where    wear





## WHAT ON EARTH - WATER ANSWER KEY Cont'd.

### Comprehension Answers

1. Val couldn't wash her face because there was no water coming out of the faucet.
2. Val and her family had no water supply because the water pipe going into Val's house had broken.
3. Sam didn't want to do a film on water because he thought that water was a dull subject.
4. Val helped to change Sam's mind by reminding him of what they had learned in Mr. Kim's class.
5. Val's water came from a place called Lone Crow Lake. It was about 30 miles away from Val's home.
6. Beth Wells was in charge of things at Lone Crow. Her main responsibility was to make sure that the water was pure and safe.
7. The team couldn't film at Lone Crow because nobody is let in to see the tank. It is one way of keeping the water pure and safe.
8. Yes, cars run on gas, and burn gas to go. This makes the car hot under the hood. Water is put in the car to help the car cool off.
9. The gardener used rain water to keep his garden green and lush.
10. To find a water waste plant in town, Nate used the team's laptop and did a web search. Nate contacted the water waste plant by sending them an e-mail.
11. Brushing your teeth while the water is running. Flushing the toilet uses a lot of water. Using the washer to wash clothes can also use a lot of water. And watering the lawns in the daytime, instead of at night. The hot sun can dry out the water quickly.
12. The Waste Water Plant is in charge of all the waste water in town. Any water that goes down a drain or pipe and leaves a house goes to the Waste Water Plant. They take the water and make it pure again.



**WHAT ON EARTH - SUGAR ANSWER KEY**

**Comprehension**

- 4, 7, 10, 12, 1, 5, 8, 2, 11, 3, 9, 6
1. Val, Tess, Nate, and Sam are having lunch.
  2. Sam shows his friends a stalk of sugar cane.
  3. The group decides to make a film about sugar.
  4. Tess writes to her friends about a nearby sugar cane plant.
  5. Tess Sharp’s dad drives the team to the sugar cane plant.
  6. The group is shown a film at the sugar cane plant.
  7. Val, Tess, Nate, and Sam are each given a sugar cube.
  8. Nate spots smoke coming from a plant building and is worried.
  9. The team watches sugar cane stalks crushed by huge wheels.
  10. After crushing, the sugar cane is cleaned and boiled.
  11. Nate is relieved to find it is steam, not smoke coming from the building.
  12. The team works for three days and finishes the film.

**Fill in the Blanks**

1. film
2. sugar cane
3. sugar
4. plant
5. film
6. crushed
7. cleaned
8. drying

**Create a Word**

- |      |      |       |      |
|------|------|-------|------|
| 1. t | hat  | 10. t | rip  |
| 2. s | mile | r     | tip  |
| 3. k | lie  | 11. e | can  |
| 4. h | and  | 12. p | lace |
| n    | had  | l     | pace |
| 5. p | late | 13. f | arm  |
| 6. h | am   | m     | far  |
| 7. o | fur  | 14. t | sick |
| u    | for  | s     | tick |
| 8. a | net  | 15. e | very |
| 9. w | here | y     | ever |
| h    | were |       |      |



**WHAT ON EARTH - WOOD ANSWER KEY**

**Extending the Vocabulary**

- |      |      |      |       |
|------|------|------|-------|
| 1. F | 4. F | 7. O | 10. F |
| 2. O | 5. O | 8. F | 11. O |
| 3. F | 6. O | 9. F | 12. F |

**Word Puzzle**

S	K	A	T	E	B	O	A	R	D	B	C
E	D	R	E	G	E	H	I	I	E	L	N
A	O	M	P	U	N	C	H	G	C	P	R
P	L	A	C	E	C	S	U	H	K	W	Y
L	Z	R	R	C	H	E	G	T	H	E	M
A	H	O	A	R	S	J	M	R	O	R	A
N	S	V	C	L	U	B	S	I	X	Z	K
E	A	D	K	F	H	K	M	C	O	Q	I
B	A	S	E	B	A	L	L	K	R	T	N
O	D	I	F	F	E	R	E	N	T	X	G

**Create a Word**

- |            |            |            |
|------------|------------|------------|
| <b>“k”</b> | <b>“t”</b> | <b>“s”</b> |
| 1. seek    | 1. tone    | 1. scare   |
| 2. took    | 2. tall    | 2. smile   |
| 3. knot    | 3. trace   | 3. swell   |
| 4. knew    | 4. closet  | 4. thirsty |
| 5. thank   | 5. got     | 5. she     |
| 6. kill    | 6. stick   | 6. best    |