

Wonders

Grade 4

Your Turn

Practice Book



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Name _____

pounce

prey

dribbles

poisonous

extraordinary

vibrations

camouflaged

predator

Use the context clues in each sentence to help you decide which vocabulary word fits best in the blank.

Cyril the snake was not like the other snakes in his family. He didn't like to hunt for his meals, so he wasn't much of a _____.

"I don't care to hunt and eat mice," he told his mother. "They are not my _____. They are my friends."

"We love to hunt mice!" said Cyril's brothers and sisters. "Cyril does not. His mouth waters at the thought of fruits and vegetables. He just _____ and drools when he sees a good salad."

Even though Cyril had teeth that could give a _____ bite and cause something harm, he never used them.

"Your brothers and sisters use their special coloring to be _____ and blend in with the brown grass and leaves," said his mother. "They shake their tails back and forth to cause _____ and make a rattling noise. This makes the mice frightened."

"I would never suddenly _____ on any mouse, big or small," said Cyril. "They are all my friends."

Because a friendly snake was so unusual to the mice, they all thought Cyril was an _____ friend.

Name _____

Read the selection. Complete the main idea and details graphic organizer.

Main Idea
Detail
Detail
Detail

Name _____

Read the passage. Use the summarize strategy to write a brief statement about the main ideas.

The Birds

12 Do you know why some birds have bright feathers? Have you ever
22 wondered why some birds swim better than others? Different features
33 have made life easier for birds. These are all physical adaptations
birds have made in order to survive.

40 **The Web**

42 Many birds that live near water spend a lot of their time in the
56 water. These birds, called waterfowl, have webbed feet. Why is this
67 helpful? Webbed feet are like the paddles on a boat, which help the
80 waterfowl move through the water faster.

86 **Big Mouth**

88 The shape of a bird’s beak is useful for specific tasks. The
100 spoonbill has a spoon-shaped beak. Why a spoon shape? This bird
111 spends a lot of time in the water. The spoon shape helps the bird stir
126 the water. The stirring causes little whirlpools. Small fish and insects
137 get pulled into the whirlpools, making it easy for the bird to snap up
151 a meal.

153 **Light as a Feather**

157 It is not uncommon to see birds with pretty feathers. Feathers are
169 for more than looking good, though. For the penguin, they do two
181 things. The outer part of the feather is waterproof. This keeps the
193 penguin dry. The inner part of the feather, called the down, traps
205 air that keeps it warm. This is important since penguins don’t fly.
217 Instead, they swim in freezing water. Without waterproof feathers,
226 they would be at a disadvantage.

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Name _____

True Colors

Bright colors help some birds stand out. The golden pheasant has red, green, and gold feathers. The toucan's large beak can be many colors at once. Bright colors help these two birds get noticed. This attention helps them find a mate.



Ingram Publishing/SuperStock

The toucan's beak can be many colors.

There are some birds who are just the opposite. They do not want to be seen at all! The potoo has coloring that makes it look just like part of a tree. This camouflage helps the potoo avoid unwanted attention.

Voices Carry

Birds have different ways of talking. They have calls to find a mate, warn other birds, and to say "I live here!"

The killdeer has a special reason for one of its calls. This bird builds its nest on the ground. This can be unsafe. When a predator is too close to the nest, the killdeer gives a loud call. The bird hops around and pretends to be injured. This loud call and unusual act distract the predator. The predator will now go after the injured bird rather than look for the nest. When the predator gets too close the bird flies to safety, then to its nest. The killdeer's call and act help protect its nest.

The club-winged manakin has an interesting call, too. This bird uses its wings to "talk." It moves its feathers back and forth over one another. It can sound like a violin.

Birds have to adapt to their environments. Different environments require different features. Whether it's a certain way of moving, eating, or talking, various adaptations help birds to survive.

Name _____

A. Reread the passage and answer the questions.**1. What is the main idea in the third paragraph?**

2. What are the key details in the fourth paragraph?

3. How are these details connected?

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

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

Name _____

Giraffes' Adaptations

Where giraffes live there are few kinds of plants for animals to eat. So giraffes' bodies have adapted to eat the plants that are available. Giraffes mainly eat the leaves of the acacia tree. The acacia tree's branches are hard and thorny, but the giraffe's long, flexible tongue allows it to reach around the thorns and pluck the leaves. Even if a thorny branch does get into a giraffe's mouth, it has thick saliva that coats the thorns and protects its mouth from cuts.



Creatas/PunchStock

The giraffe's flexible tongue reaches between the thorns to remove the leaves.

Answer the questions about the text.

1. How do you know this text is expository text?

2. What text features does the text include?

3. What is the heading? Give an example of the topic it introduces.

4. How do the caption and photo help you understand the text better?

Name _____

Read each sentence below. Then answer each question about the word in bold.

1. The prefix *un-* means “not.” What does **uncommon** mean in the following sentence? “It is not **uncommon** to see birds with pretty feathers.”

2. What does **unwanted** mean in the following sentence? “This camouflage helps the potoo avoid **unwanted** attention.”

3. What does **unusual** mean in the following sentence? “This loud call and **unusual** act distract the predator.”

4. The prefix *dis-* means “opposite or lack of.” What does **disadvantage** mean in the following sentence? “Without waterproof feathers, they would be at a **disadvantage**.”

5. The prefix *re-* means “again.” What does **reproduce** mean in the following sentence? “This attention helps them find a mate and **reproduce**.”

Name _____

A. Circle the word with the /är/ or /ôr/ sound to complete each sentence. The /är/ sound is found in the word *star*. The /ôr/ sound is found in the word *fort*.

1. The boys saw a _____ on the roof of the house.

hawk stork owl

2. The deck will _____ because of all the rain.

warp break bend

3. I liked the new _____ that was in the bedroom.

light chair carpet

4. It is always helpful to have _____ friends.

kind smart many

5. They wanted to have the party in the _____.

backyard evening basement

B. The suffix *-ful* means “full of” or “having.” The suffix *-less* means “without.” Add the suffix to each word on the first line. Then write the meaning of each word on the second line.

1. pity + less = _____

2. wonder + ful = _____

3. sense + less = _____

4. care + ful = _____

5. doubt + ful = _____

6. penny + less = _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what logical order to use to present details.

Draft Model

A giraffe has spots on its coat. Giraffes are tall animals from Africa. They are between 14 and 19 feet tall.

1. How could ideas be rearranged to help readers better understand what the text is about?
2. What other animals are giraffes related to?
3. What animals are giraffes taller than?
4. What other animal has spots on its coat?

B. Now revise the draft by rearranging ideas and presenting them in a logical order to help readers better understand giraffes.

Name _____

Grant wrote the paragraphs below using text evidence from two different sources to respond to the prompt: *Compare Nic Bishop's explanation of how spiders make silk to the Anansi story's explanation.*

How spiders make silk is described very differently in *Spiders* and "Anansi and the Birds." In *Spiders*, Nic Bishop presents facts about spiders' bodies and the silk they make. However, "Anansi and the Birds" does not have facts. Instead, it tells a story to explain how spiders make silk.

Nic Bishop explains that spiders use the spinnerets on their abdomens to shoot out threads of silk. In "Anansi and the Birds," Anansi falls over a cliff and an owl tells him to push in his belly. Anansi does this and suddenly threads of silk shoot out behind him. In *Spiders*, there are important facts about real spiders, but in "Anansi and the Birds," Anansi's silk is used to teach a lesson. Anansi is not a real spider, but he uses his silk the same way real spiders do.

Reread the passage. Follow the directions below.

1. **Underline** the topic sentence of Grant's response.
2. **Draw a box** around the text evidence that shows what Owl told Anansi.
3. **Circle** an example of a transition word in Grant's response.
4. **Write** the singular possessive noun Grant uses on the line below.
