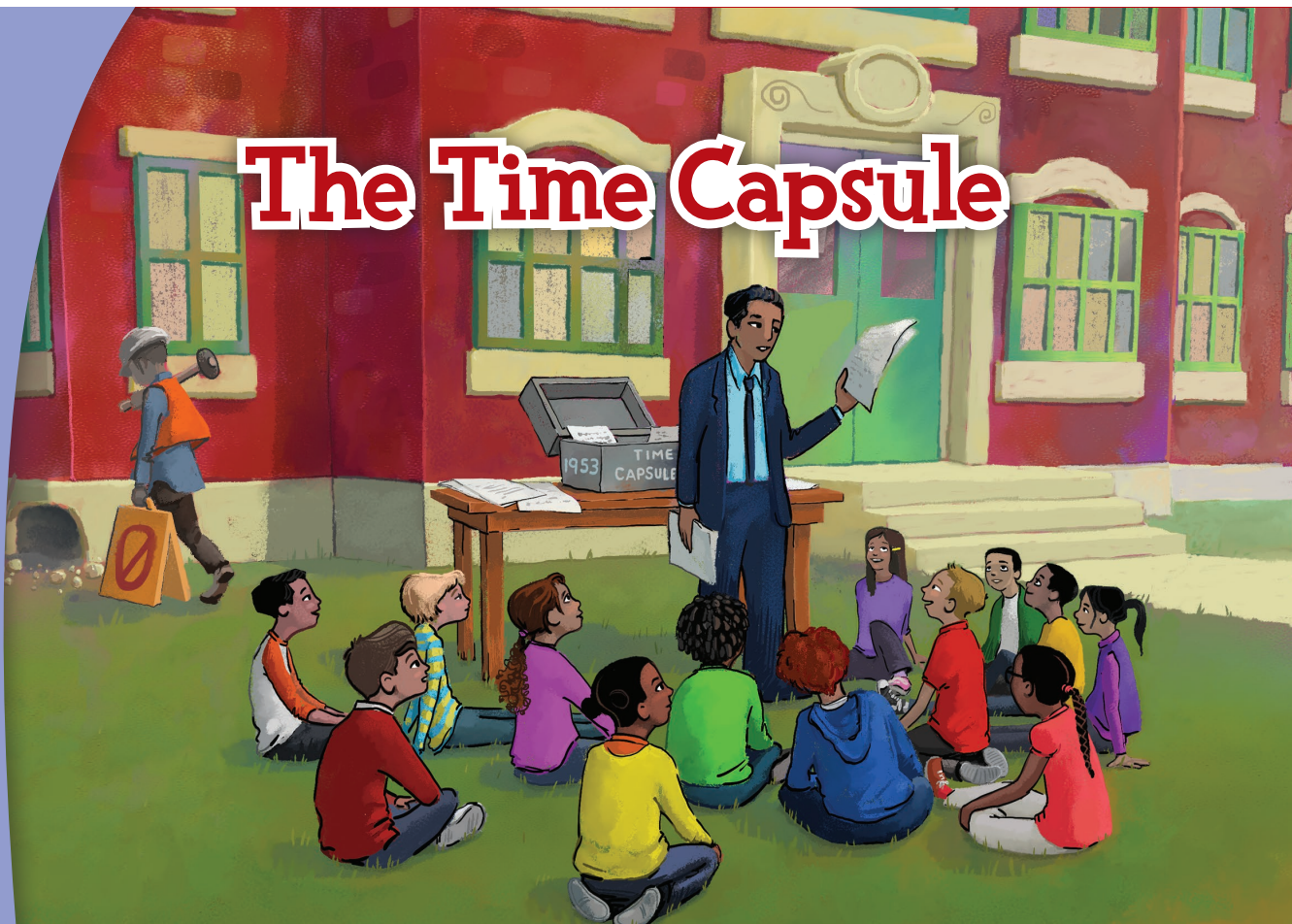


# The Time Capsule



<sup>1</sup> “What’s taking the bell so long to ring?” Dallas asked, turning to his friend, Harlan. It was more of a complaint than a question.

<sup>2</sup> The boys and their classmates were awaiting instructions from the main office. Today a work crew would begin demolishing the north face of their school. The school had been built in 1953. It was no longer large enough for the number of students that attended. Dallas and Harlan might not normally have taken an interest in such matters, but last Tuesday an announcement from the principal captured their curiosity.

<sup>3</sup> “The contractor in charge of the new construction has been studying the old blueprints of our

school. He tells me we may find something hidden in the wall we are going to be tearing down,” announced Mr. Cardoza.

<sup>4</sup> It seems that a time capsule had been tucked into the wall when the building was first constructed. The original students at Roundtree School wanted to leave a record of what their lives were like. There, between the brick and plaster, the time capsule had sat for more than fifty years.

<sup>5</sup> Finally, the bell rang, and groups of students followed their teachers to the front of the school. They sat on the soft lawn and waited for the big moment. Soon one of the workers raised a sledgehammer and began

pounding on the wall. The bricks gave way to a hollow area inside. The worker pulled out a metal box stained with rust and handed it to Mr. Cardoza.

<sup>6</sup> “Here is the time capsule left by the first students of Roundtree,” Mr. Cardoza said. His eyes sparkled as he spoke. Lifting the rusted lid, he held the box so everyone could see. Inside was a stack of papers covered with handwriting. “It looks like our time capsule contains letters and notes,” said Mr. Cardoza. He began to read them aloud.

<sup>7</sup> Each piece of paper was from a different student. They wrote about all kinds of things. Some of them described what school was like in 1953.

<sup>8</sup> Once a week, the students went to the library two blocks away. They checked out their books for the week and studied at the library.

<sup>9</sup> Every Wednesday was “Bank Day.” A person from the bank came and helped students set up bank accounts. If students had money to deposit, they would bring it on Wednesday and give it to the bank representative.

<sup>10</sup> During recess, most students played marbles, jacks, or pick-up sticks. Popular sports were softball, basketball, and flag football, but for the most part only boys played these sports.

<sup>11</sup> Life outside school formed an interesting picture too. One boy talked about collecting pop bottles in the alleys and cashing them in for two cents a bottle to buy comic books. A girl described how much she loved *Sky King* and *Sergeant Preston of the Yukon*. Mr. Cardoza explained that these were not movies or videos. They were weekly radio shows, a popular form of entertainment for people in the 1950s.

Another girl described the local soda fountain as a favorite place to go with friends. It seemed like most of the students spent a lot of time on Main Street. There was a deli where people bought sandwiches, meat, cheese, and some prepared foods. A hardware store sold tools, as well as silverware and dishes. There was also a five-and-dime store where many students bought candy, comic books, and toys.

<sup>12</sup> There were too many letters to read in one sitting. Before Mr. Cardoza sent everyone home, he promised to send the box from class to class so that everyone would get a chance to read all the letters.

<sup>13</sup> Dallas and Harlan left school together as usual. “Things were sure different then,” Harlan said, shaking his head. “Can you imagine playing marbles instead of video games? Or listening to the radio instead of watching television?”

<sup>14</sup> Dallas thought for a minute as he walked. “No, I can’t. It would be so different. I wonder what it would be like to listen to my favorite television shows on the radio—and never get to see the characters.”

<sup>15</sup> “It makes you wonder what it will be like here in fifty years,” said Harlan.

<sup>16</sup> Dallas nodded, thinking. “You know what?” he said suddenly. “We have to go back and talk to Mr. Cardoza.”

<sup>17</sup> “What about?” asked Harlan.

<sup>18</sup> “We need to start putting together another time capsule before the new walls go up. That way, students fifty years from now will know what life was like for us!”

## Build Comprehension

Write the letter that best answers each question.

1. Why did the author write this story?
  - a. To show why Dallas and Harlan are friends
  - b. To show the reader how things have changed over time
  - c. To persuade the reader to create a time capsule
2. How do Dallas and Harlan feel at the beginning of the story?
  - a. Worried
  - b. Excited
  - c. Sad
3. What helps you to know how Dallas and Harlan feel?
  - a. They are looking forward to finding out about the time capsule.
  - b. They don't want the school to be demolished.
  - c. They are waiting to get their report cards.
4. How do you think the children in 1953 felt about creating the time capsule?
  - a. Excited to share what their lives were like
  - b. Happy knowing that other children would read their letters
  - c. Both a and b
5. Why does Dallas want to talk to Mr. Cardoza?
  - a. To discuss creating a time capsule
  - b. To persuade him to make every Wednesday "Bank Day"
  - c. To discuss episodes of *Sky King*
6. What do you think Harlan and Dallas will do after the end of the story?
  - a. Listen to the radio
  - b. Write notes for a time capsule
  - c. Do their homework

7. How do you know what Harlan and Dallas will do next?
  - a. They listen to the radio every day.
  - b. They have a big test the next day.
  - c. They are excited about making a time capsule.

## Learn about Words

### Vocabulary

- A** You can often tell the meaning of a word by reading the words around it. **Look at the number in parentheses. Find the paragraph in the story with the same number. Then find the word that fits the given meaning. Write the word.**

1. an expression of dissatisfaction (1)
2. destroying (2)
3. plans for building something (3)
4. empty; not solid (5)
5. twinkled; shined (6)
6. to put money into a bank (9)
7. gathering (11)
8. pledged to do something (12)

- B** A word may have more than one meaning. Its meaning depends on the way it is used.

**Look at the number in parentheses. Find the paragraph in the story with the same number. See how the word in bold type is used. Decide whether it has meaning a or b. Write a or b.**

9. **ring** (1)
  - a. to make a sound
  - b. a circular band
10. **bank** (9)
  - a. a long mound of rising ground
  - b. a place to store, borrow, and exchange money

## Word Study

- C** A prefix is a word part that can be added to the beginning of a word to form a new word. The prefix *be-* often means “make” or “affected by.” The prefix *de-* often means “remove from.” The prefix *en-* often means “put in or on.”

**be** + friend = befriend (make a friend)

**de** + frost = defrost (remove frost from)

**en** + circle = encircle (put into a circle)

**Add a prefix to each word in bold type to make a new word with the stated meaning. Write the new word.**

11. remove fog from: \_\_\_**fog**
12. put in a cage: \_\_\_cage
13. remove the grease from: \_\_\_**grease**
14. put into code: \_\_\_**code**
15. remove the classification from: \_\_\_**classify**
16. make little or unimportant: \_\_\_**little**
17. put in danger: \_\_\_**danger**
18. remove the color from: \_\_\_**color**

- D** There is an incomplete word in each sentence. Choose the prefix *be-*, *de-*, or *en-* to complete the word in a way that makes sense. Write the full word.

19. Leah covered her backpack with jewels. She \_\_\_jewelled her backpack.
20. Nia removed the calcium from the pipes. She \_\_\_calcified the pipes.
21. Dad used a rodent cage to catch the rats. He wanted to safely \_\_\_trap the rats.
22. We must remove the salt from the water. We can drink only \_\_\_salted water.

23. We \_\_\_circled the maypole when we danced around it.

24. Marcus introduced himself to the new boy in his class. Marcus \_\_\_friended the boy.

25. The value of our car went down this year. Our car was \_\_\_valued.

26. We wrapped the baby in a warm blanket. We \_\_\_folded the baby in a blanket.

- E** Many English words come from the Latin language and contain Latin roots.

**spect** = to look or see (as in *inspect*)

**struct** = to build (as in *construct*)

**viv** = to live (as in *survive*)

**Read the following sentences. The word in bold type will help you determine the correct Latin root from above to complete the partial word. Write the full word.**

27. Your knowledge of English is **built up** by your English in \_\_\_or.
28. A \_\_\_ator does not take part in a game but only **looks at** it.
29. I knew my plant would **live** when I was able to re\_\_\_e it.
30. The factory is in \_\_\_ed once a year to **see** whether there are any safety hazards.
31. The people **lived** in a region where sur\_\_\_val was difficult.
32. The parade was a \_\_\_acle worth **seeing**.
33. After the de\_\_\_ion of the city, not a **building** was left standing.



# The Accidental Pioneer



<sup>1</sup> The Iditarod is a challenging dogsled race. It takes place every year in Alaska, beginning in Anchorage and ending in Nome. The race is about 1,160 miles long. It is run in honor of the brave men and dogs that carried medicine from Anchorage to Nome in 1925. This medicine was used to vaccinate people against diphtheria. This deadly disease had reached epidemic levels. Winter storms had made the tiny, isolated town of Nome inaccessible. Had it not been for the dogsled teams and their drivers, medicine would not have reached Nome in time.

<sup>2</sup> A pioneer is someone who blazes new trails or battles new frontiers. Susan Butcher fit this description well. She hated city life, so she decided to move to Alaska in 1975. She was only

nineteen years old. She had decided she wanted to be a musher, or dogsled racer. For a while she lived in Fairbanks, Alaska. Later she moved to a more remote area. She thought this would better enable her to bond with and train her beloved dogs. She settled in an area near the mountains, fifty miles from the nearest road. She lived in a log cabin with no electricity or running water. There she did everything for herself.

<sup>3</sup> At a time when few women were competing in long-distance dogsled racing, Susan had a dream. She wanted to race in the Iditarod. She did not think of herself as a pioneer for women interested in dogsledding. She just knew what she wanted to do and resolved to do it. In 1978 she ran her first race and completed

it in nineteenth place. Susan was very pleased with this achievement, as much for her dogs as for herself. She and her dogs could not have accomplished this without working together as a team.

<sup>4</sup> Susan continued to race in the Iditarod in the years that followed. Each year she made better time, but no race was without its challenges. Her 1982 race was no exception from the others she and her dogs had run.

<sup>5</sup> Susan started the race with fifteen dogs, but one hour into it, her team slid into a fallen tree. Three of her dogs were injured enough that they had to be flown to Anchorage where she would get them after the race.

<sup>6</sup> Susan eventually got back on course but lost even more time when a severe snowstorm came through and wiped out the race trail. Because she could not see the path along which she was supposed to race, Susan took her team ten miles out of the way. With the help of her lead dog, Tekla, Susan and her team were able to find their way back to the racecourse.

<sup>7</sup> Unfortunately, after that Tekla started limping and had to be taken out of the race—another setback. Then sixty-mile-per-hour winds made it necessary for Susan and the dogs to stop for two days. They waited out the storm in a house. When they finally were able to leave, there were snowdrifts thirty feet high! Even so, Susan was able to complete the race successfully. At the finish she had only nine dogs. Despite all of her challenges, Susan and her dogsled team had come in second place. She finished just three-and-a-half minutes behind the first-place winner.

<sup>8</sup> Two years later, in 1984, Susan came in second place once again. Her near-win of 1984 led many mushers and spectators to speculate that 1985 would be Susan's year to take first place. Susan entered the race with confidence. She, too, thought that she had a good chance of winning, as she was entering with her best mushing team ever. However, her luck began to go awry only shortly into the race. On her first night on the trail a crazed, hungry moose attacked Susan and her team. Susan fought for her dogs but the moose was too powerful. Two of her dogs did not survive the attack, and many of the others were injured. Susan dropped out of the race to care for her dogs. That year another woman, Libby Riddles, became the first woman to win the Iditarod.

<sup>9</sup> Susan didn't give up her own hopes of someday winning the Iditarod. She came back to run it the following year. Again Susan experienced danger and setbacks. On the first day, Susan lost control of her sled. She was thrown from the sled when it hit a couple of trees. Her team ran on with the sled, leaving her behind, but she eventually caught up to them.

<sup>10</sup> Susan had to make another stop to rescue her lead dogs that had fallen through a hole in the ice. To recover the distance that had been lost due to setbacks, Susan had to endure twenty-hour days of racing. Eventually, not only did they win the race, but they set a record time! Susan took the time to hug and congratulate each dog in her team.

<sup>11</sup> Susan went on to win first place in the 1987, 1988, and 1990 Iditarods as well.

## Build Comprehension

Susan Butcher faced many challenges because of her decision to live and race in the Alaska wilderness. Read the phrases below. If the phrase identifies one of the dangers or hardships mentioned in the article, write *Yes*. If it does not, write *No*.

1. Dog teams are likely to disobey their driver.
2. Blinding snowstorms might wipe out the race trail.
3. Other mushers might not race fairly.
4. Dogs and racers might fall through thin ice.
5. There might not be enough food for the racers or the dogs.
6. The dogs' feet might freeze on the ice and snow.
7. Sleds might slide on ice and hit fallen trees.

## Learn about Words

### Vocabulary

**A** You can often tell the meaning of a word by reading the words around it. Look at the number in parentheses. Find the paragraph with the same number. Then find the word that fits the given meaning. Write the word.

1. one who leads the way (2)
2. dogsled racer (2)
3. far away; distant (2)
4. threatening; very serious (6)
5. think or reason (8)
6. lived through; encountered (9)
7. events that get in the way of progress (9)
8. suffer through (10)

**B** A word may have more than one meaning. Its meaning depends on the way it is used. The word *watch* is an example.

A guard stood **watch** over the castle.  
I used my **watch** to check the time.

Look at the number in parentheses. Find the paragraph in the article with the same number. See how the word in bold type is used in the paragraph. Decide whether it has meaning a or b. Write a or b.

9. **bond** (2)
  - a. hold together
  - b. to connect
10. **record** (10)
  - a. best ever
  - b. a written document containing related facts or items of information

## Word Study

- C** An adjective is a word that describes a noun.

Justin has **curly** hair.

The **red** book is on the table.

The words in **bold type** are adjectives. *Curly* describes Justin's hair. *Red* describes the book.

**Read the phrases below. Each phrase contains one adjective. Write the adjective.**

11. the batteries in the portable radio
12. a flash of lightning over the rickety bridge
13. out of the tiny window in the door
14. living in an isolated town
15. the confident smile of the girl
16. the medical technician at the hospital
17. the darkened sky full of clouds
18. a severe thunderstorm traveling fast

- D** Many adjectives end in *-en*, *-ful*, *-ic*, and *-ish*. Often *-en* means "made of," *-ful* means "full of," *-ic* means "having the nature of," and *-ish* means "like."  
wood + **en** = wooden (made of wood)  
color + **ful** = colorful (full of color)  
artist + **ic** = artistic (having the nature of an artist)  
fool + **ish** = foolish (like a fool)

**Read each word in bold type and the incomplete definition of it. Write the word that completes the definition.**

19. **hopeful**: full of \_\_\_\_
20. **poetic**: having the nature of a \_\_\_\_
21. **woolen**: made of \_\_\_\_
22. **childish**: like a \_\_\_\_
23. **athletic**: having the nature of an \_\_\_\_
24. **cheerful**: full of \_\_\_\_
25. **silken**: made of \_\_\_\_
26. **fearful**: full of \_\_\_\_

- E** Some words imitate the sounds that objects make. *Buzz* and *honk* are two examples.

Bees **buzz**.

She **honked** the horn.

**In each sentence below, find a word that imitates a sound. Write the word.**

27. The chirping birds filled the garden with song.
28. We sat around a crackling fire.
29. The old wood creaked under my feet.
30. Pigeons could be heard cooing in the attic.
31. His words could not be heard above the whirl of the propeller.
32. Fluffy was meowing outside my window all night.
33. Ethan murmured softly to himself as he read the report.