Making Connections®
PROGRAM OVERVIEW

Content-Area
Reading Comprehension
Meeting the Common Core State Standards with Making Connections

Making Connections is a comprehensive reading comprehension program for grades 1–6 that aligns with the Common Core State Standards (CCSS) for English Language Arts. The program covers topics across the CCSS English Language Arts domains of Reading: Literature, Reading: Informational Text, Reading: Foundational Skills, Writing, Speaking & Listening, and Language.

Making Connections prepares students to analyze and interpret diverse fiction and nonfiction materials to meet the Common Core State Standards.

Students will learn how to:
• Understand skills such as cause & effect, drawing conclusions, and predicting outcomes
• Locate, interpret, and organize key information in a text
• Analyze words in a text using vocabulary strategies
• Utilize text features such as photos, tables, maps, graphs, indexes, and glossaries
• Interpret a variety of genres including biographies, science & social studies articles, myth, and much more

To view the Common Core Alignment visit epsbooks.com/MC

### Features

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<th>Features</th>
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<td>Students interact with text by marking challenging vocabulary and identifying comprehension skills</td>
<td>Student’s markings provide a concrete representation of the transparent, complicated strategies utilized by active, purposeful readers.</td>
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<td>A blend of fiction and nonfiction texts include biographies, science and social studies articles, business letters, poetry, and fictional and contemporary narratives</td>
<td>Students apply a repertoire of strategies to gain meaning from texts that reflect the variety students will encounter in and outside of school.</td>
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<td>Multiple texts on one theme for the development of every skill</td>
<td>Opportunities for practice give students the confidence to transfer skills and strategies to all reading situations.</td>
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<td>Scaffolded, explicit instruction plans which progress from teacher modeling, to guiding, to coaching, to student independence</td>
<td>At each step, teachers provide students with a level of support that allows for success but requires cognitive effort. Teacher gradually withdraw support as students become more successful.</td>
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<td>Text Connections questions and activities at the end of each skill-based, thematic unit</td>
<td>Students use critical thinking skills as they analyze, synthesize, and evaluate the content of the text selections in each unit for independent or cooperative learning projects.</td>
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**Skills and Strategies**

Each unit focuses on one comprehension skill, such as comparing and contrasting, identifying main idea, or differentiating between fact and opinion. The strategies are the vehicle through which students will acquire, develop, and refine comprehension skills—requisite abilities that enable students to read a text with understanding.

### Skills

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### Strategies

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Student Books
High-interest fiction and nonfiction reading selections are designed for active, strategic reading and identification of specific comprehension skills.

Comprehension Library
One Comprehension Library book culminates each unit, allowing students to apply newly developed skills and strategies to longer texts. The library includes a balance of fiction and nonfiction titles.

Teacher’s Editions
Explicit instructional plans in wrap-around format provide scaffolded instruction with point-of-use teaching strategies and techniques, as well as reproducible assessments.

Accelerated Reader quizzes are available to help you keep track of reading progress.

To learn more visit renlearn.com
Book 3, Unit 1  
**Skill:** Sequencing, **Theme:** San Francisco

At the beginning of each unit students receive support as they are introduced to a new skill. As proficiency increases support is gradually removed and students take on more and more responsibility.

Each *Making Connections* unit provides students with multiple opportunities to develop, practice, and master a specific comprehension skill.
Scaffold Level: Modeling

The teacher introduces and defines the skill, then reads Text 1 aloud to students as they follow along in their books. The teacher then models how to identify the target skill and apply comprehension strategies.

Focus Questions set the purpose for reading and focus attention on the target skill.

Teacher’s Edition includes a model version of Text 1 with possible student markups.

Think alouds are used to model comprehension monitoring and question generating.

A “✓” indicates a Common Core State Standard.
Scaffold Level: Guiding

The teacher and students read Text 2 aloud together. The teacher guides and assists students as they become more comfortable with the target skill, learning how and when to apply specific strategies.

**BEFORE READING**

**Skill Focus**

Ask students what comprehension skill they are using when they put things in the order in which they happen. (sequencing) Ask them what words or phrases like or at, after that, first, after, now, and even are also signal words. Give an example of how these words are not used to show sequences. "First, I get out of bed. Then I listen to the news. After that, I do my homework."

**Background Knowledge**

Ask students if they know anything about the Golden Gate Bridge. Ask, "Does anyone remember why the Golden Gate Bridge was built?" "Does anyone remember why the Golden Gate Bridge was built?" "Does anyone remember why the Golden Gate Bridge was built?"

**Text Structure and Purpose**

Have students open their books to page 8. Point out that there are two kinds of sequences in this text. One sequence describes the sequence of steps in the process of planning the bridge. Another describes the sequence of steps in the process of building the bridge.

**Text Features**

Read aloud with students the title and focus question. Remind them to keep the focus question in mind while they read. Then guide a discussion with students about how they think bridges are planned and built. Then ask students to think about the kinds of vehicles that can cross bridges.

**After Reading**

Tell students that the words that were used to show sequence: "First, I get out of bed. Then I listen to the news. After that, I do my homework."

**During Reading**

**Comprehension Monitoring**

During Reading students monitor their comprehension by generating questions, connecting ideas, and applying vocabulary strategies.

**Phrases and Sentences**

If a student volunteers the word "first," ask other students to read the rest of the paragraph and use context clues to figure out the meaning. "First, I get out of bed."

**Vocabulary**

Vocabulary tests student's ability to think about sequence. "First, I get out of bed."

**Question Generating**

For the writing activity, you may want to discuss the question with students before they begin. "What sequence do you think the teacher wants the students to follow?"

**Summarizing**

Ask students what they are doing when they provide just the important ideas or information from a text. "Summarizing" is a noun. Give them an example: "Frank's father gives him money."

**Identifying Detail**

For detailed product information, visit epsbooks.com/MC.
**Before Reading**

**Skill Focus**
Ask: a volunteer to define sequencing (putting things in order in which they happen) and phrase (a group of words that show sequence and order). Then ask other volunteers to give examples of signal words (first, finally, after that, this, first, now, at this time). (Fly, today)

**Background Knowledge**
Have students recall what they remember about the California Gold Rush. Tell them it is a big part of San Francisco’s history and that they are going to read about another big event of 1906. Have students discuss with a partner what they know about earthquakes. Then have pairs share their ideas with the class.

**Text Features**
 Invite students to read the title and focus question silently, then ask a volunteer to read them aloud. Direct students to look at the illustrations on pages 12–14 and invite them to discuss them. Ask another volunteer to define sequencing.

**Sequence of Strategies**
- **Signal Words:** Explain that the text they are reading is from a diary or journal entry (diary or journal entry). Print looks like handwriting, there are examples of signal words (words that show sequence or order). Tell students that these sequence or order phrases help us understand the sequence of events in the story. Then ask other volunteers to give examples of signal words (before, after, until, during, finally, last). Then invite a pair to share their ideas and phrases with the class.
- **Identify Sequencing:** Have students circle the signal words “shook up” and “down and up” on page 13. Then have volunteers read the newspaper headlines on page 13 and discuss what they should do (an emergency in San Francisco). (Nervous, scared)
- **Rereading:** There are many dates on the page 13. Invite the rest of the class to figure out the date on which the event or action occurred. Then have each group perform for the class.

**Cooperative Learning**
Invite students to work in small groups, or with you, to identify signal words, phrases, and sentences, and the sequence of events that they help understand. Then invite the group to share their ideas with the class.

Next, students can continue their understanding of sequencing with the following activity:
- Have pairs or small groups choose a scene from the text to act out. Give students time to discuss the choices they will make about their scene and practice.
- Then have each group perform for the class.
- Invite the rest of the class to figure out the date on which the event or action occurred.

**Scaffolding Level: Coaching and Independent**

For Text 3, the teacher determines students’ needs and has them read the text independently, in small groups, or with teacher support.

**Sequencing**

**BEFORE READING**

**Text 3:** San Francisco Earthquake

San Francisco Earthquake

April 17, 1906

The San Francisco Earthquake was the most destructive earthquake in San Francisco’s history. The shock was huge—key buildings shook and fell. Many people panicked and ran into the streets. The next day, newspapers and posters told of the destruction.

April 18, 1906

Fire followed the earthquake. Many people were killed by the fire. The newspapers printed advertisements for fire insurance and other goods and services.

April 19, 1906

San Francisco firefighters had to work inch by inch (a little at a time) to put out fires. People who worked in and around the city helped to clean up the mess.

April 21, 1906

San Francisco’s newspapers printed advertisements for fire insurance and other goods and services.

After Reading activities have students reread the text in pairs or small groups to increase fluency.

A predictable sequence of strategies facilitates student independence.

Every rereading of the text is purposeful: here, students mark the Student Book to identify sequencing signal words and phrases.

Summarizing requires students to determine important ideas, condense them, and put them in their own words with minimal teacher support.
Text 4: Transportation in San Francisco

Text Introduction
Ask students to discuss what they know about transportation in San Francisco. Then tell them they will be reading a text about how transportation changed in San Francisco over the years. Remind students to look for signal words as they read.

Multiple Strategies
Remind students to use the comprehension strategies they have learned to better understand the text and complete the activities. For those students who need extra support, suggest the following:
• Use what you know about San Francisco from other texts you’ve read to predict the changes in transportation.
• Think about how the photographs of the trolley and the subway show the changes.
• Circle difficult words and use vocabulary strategies to figure out meanings.
• Underline dates and phrases that show the text sequence.

Text 5: Founding San Francisco

Applying Multiple Strategies
Distribute Reproducible Assessment 1 (pages 120–121) to students. Tell students that they are going to use their comprehension strategies and what they have learned about sequencing as they read another text about San Francisco. Then they will answer some multiple-choice questions about the text.

Answers:

Text 4 is a brief, in-book formative assessment that encourages independent application of skills and strategies.

In Text 4 reading and questions focus on the featured skill and multiple strategies developed through the unit.

Text 5 in every unit is a reproducible assessment that is located in the Teacher’s Edition.

A great tool for test preparation: Reading passages and multiple-choice test items support formats of many high-stakes assessments.
Text 6: The Wallet in the Woods

Scaffold Level: Independent

A Comprehension Library reader culminates each unit. Students apply the newly learned skill to a full length text, to further practice and reinforce the skill.

Teacher’s Edition notes support application of strategies before, during, and after reading the full-length library titles.

Sequencing
Underlying Words

Multiple Strategies

BEFORE READING
Remind students that sequencing is putting things in the order that happened. Then tell them that they will be thinking about sequence as they read a book with six chapters, titled The Wallet in the Woods. Ask students to write the title, author, and illustrator in a reading journal. Have students discuss what they think the story will be about. Ask students to open their books to the inside front cover and read the skill focus with them.

DURING READING
Have students use their reading journals to keep track of important events and clues in the story. Remind them to look for sequencing signal words like then, next, and after. For students who need more support, you may want to identify for them the first two important events. Uno Ross’s class arrives at Big Tree National Park; they are divided into groups to find examples of plants. As they read, encourage students to record in their journals the words, phrases, and sentences they don’t understand. Suggest that they discuss unknown meanings with classmates or look up the words in a reader’s dictionary. As you review the discussions, you may want to informally ask individual students or groups what meanings they found for each chapter, such as: “Why did the bears trail the river?” (Chapter 2)

AFTER READING
Have students answer and discuss the questions on the inside back cover of The Wallet in the Woods. Direct them to copy the chart onto a piece of paper and fill it in, identifying the sequence of clues in the story. For students who still need modeling and direct instruction, you may want to copy the chart onto the board or chart paper and work with them to complete it. Encourage students to read The Wallet in the Woods during independent reading time or at home. Multiple readings of the story will build confidence, increase comprehension of the story and target skill, and help increase reading speed and accuracy.

Students are encouraged to use reading journals to record titles, authors, and other information from the text.

Graphic Organizer and Questions

1. When did the boys first start to think that it might be okay to have Lucy in their group? What words or phrases tell you this?

2. What sequence of clues leads the group to Gertrude Hocking? Copy and complete a chart like the one below:

3. What sequence of steps would you take if you found a wallet on the ground?

After-reading questions and a skill-specific graphic organizer on the inside back cover aid students in building meaning.

Chapter One
The Field Trip

“Wow!” says Roberto, as our bus rolls through the gates of Big Tree National Park. “Look at the size of those trees!”

The bus pulls into a parking area and slows to a stop. “Okay, class,” says our teacher, Ms. Rossi. “I want you off the bus quickly so I can put you into groups.”
Text Connections

Engage students in higher-order thinking skills such as Analysis, Synthesis, and Evaluation.

Text Connections are culminating activities that help students to evaluate and integrate what they have learned in Texts 1–5 for a deeper understanding.

Students will:
- learn cooperatively as they apply multiple comprehension strategies.
- make connections to their own lives through writing and discussion.
- conduct additional research on topics presented in the unit.
- create class presentations based on what they have learned.

Text Connections

Explore the following questions and activities with the whole class or in small groups, or assign them for independent work. Review Texts 1 through 5 with students, including the activity pages. Tell students they may need to refer back to these pages.

1. Would you rather live in San Francisco today or during the time of the Gold Rush? Why?
2. In what ways did the discovery of gold lead to the growth of San Francisco? Explain your ideas in writing and/or with a graphic organizer.
3. How did the growth of San Francisco lead to new forms of transportation? Explain your ideas in writing and/or with a graphic organizer.
4. What kinds of transportation do people use in your town? What do you think is the best way to get around your town?
5. Compare your town with San Francisco today.
6. When people think of San Francisco, they may think of a landmark like the Golden Gate Bridge. They may also think about events like the Gold Rush or the earthquake of 1906. What landmarks or events come to mind when you think about your town?
7. What are some differences between the kind of writing in a diary and a nonfiction report?
8. San Francisco was originally called Yerba Buena. Find out what this name means. If you could change the name of your town, what would you call it? Think of a name that relates to the history of your town.
9. Create a timeline that shows a sequence of events in the history of your town.
10. Use the Internet to research additional information about the San Francisco earthquake. Share with the class one thing you learned.
Student Books

Every Student Book provides a blend of fiction and nonfiction text.

Book 1

A Beautiful Sunflower

How do you grow a sunflower?

To grow beautiful sunflowers, you need a big flower pot, soil, and seeds.

1. Dig a small hole in the soil.
2. Place some soil in the flower pot.
3. Then put a Sunflower seed.
4. Water it and give it sunshine.

Sequence

Number these boxes so the steps for growing a seed are in the right order:
- make a hole
- water it and give it sunshine
- cover seed with soil
- place soil in pot
- put seed in hole

Practice the Skill

Check Comprehension

1. What three things do you need first to grow beautiful sunflowers?
   - 
   - 
   - 

2. What two things do the plants need every day?
   - 
   - 

Vocabulary

Find a word on page 40 that means "very small plant."

Book 2

A Frog's Life

How does a frog change from a tadpole to a frog?

Most mother frogs lay their eggs in the water. The eggs are called frogspawn. The eggs have a covering of jelly to protect them.

Tadpoles hatch from the eggs. They look like tiny fish. They use gills to breathe. Each tadpole has a long tail and no legs. It wiggles as it moves through the water.

Sequence

1. Number the pictures in the correct order to show the frog’s life cycle:
   - egg
   - tadpole with hind legs
   - tadpole with four legs and shorter tail
   - frog

Practice the Skill

Check Comprehension

1. Where do most mother frogs lay their eggs?
2. What happens to a tadpole’s body just after it grows hind legs?

Vocabulary

- Find a word on page 18 that means the opposite of “big.”
- Find a word on page 19 that means the opposite of “weak.”
Focus questions help students concentrate on the unit’s focus skill and set a purpose for reading.

Vocabulary and writing activities extend comprehension beyond the text.

The Lion and the Mouse

One day, a little mouse was running through the forest. In her wake, she ran straight across a lion’s nose, waking the lion from his nap.

The startled lion swiftly plopped his huge paw across the mouse’s tail. He roared with fury, opening his mouth wide. “Oh, wicked king of the forest!” squawked the terrified mouse. “Please forgive me for waking you! If you will spare me, I shall never forget it. One day, I might be able to help you.”

The lion was very amused by what the little mouse had said. “Oh, you are very brave to plead with the king of the forest,” the lion said, laughing.

She felt her ear or not? he thought. The lion lifted his paw from the mouse’s tail.

A few days later, the mouse heard a terrible roar that echoed throughout the forest. The roar sounded very familiar. The mouse ran through the forest toward the sound. The lion was caught in a hunter’s net! Using her sharp teeth, the mouse began gnawing through the ropes of the net.

Before long, the mouse had made a hole large enough for the mighty lion to free. “Thank you, thank you,” said the lion. “You have saved my life!”

“Sometimes, even a tiny mouse can save a mighty lion,” said the mouse, smiling.
Student Books

Book 5

Special Effects

The Titanic sinks into the Atlantic Ocean. A tomato lifts a cow up into the air. Filmmakers frequently create situations like these that are so convincing they seem real. Using special effects, filmmakers are able to portray events and characters that they cannot film in real life.

Extreme weather conditions such as thunderstorms can be created using computer-generated imagery. Using a computer, technicians create a tornado that is then added to the existing film. Weather can also be created without computers. For instance, to produce wind on a movie set, filmmakers use a large electric fan. A simple tree is used for rain. Falling snow might be plastic chips or even shredded feathers. In short, whatever the weather, there’s a special effect to create it.

“Crash!” “Bang!” “Woof!” These sounds are often created by a Foley artist. Foley artists develop specific noises or sounds that make the film seem more realistic. The rustling of leaves, the tapping of feet, and the sound of a bird flapping its wings may all be added to the soundtrack after filming has been completed. Next time you go to the movies, listen carefully. The cracking of a tree might actually be the cracking of celluloid!

Computer-generated imagery has been used to create realistic movie scenes on film. The rustling of a barn, the rustling of leaves, and the sound of a bird flapping its wings may all be added to the soundtrack after filming has been completed. Next time you go to the movies, listen carefully. The cracking of a tree might actually be the cracking of celluloid!

Costumes and makeup are often special effects. For instance, to make an actor look older, makeup artists might use latex rubber to add fake wrinkles. Masks, false teeth and nose, and lots of hair can even make actors look like animals.

On the other hand, have you ever seen a movie with real animals that look like they’re talking, singing, or dancing? These effects are all created using computers. As computer technology becomes more advanced, so do special effects.

Sometimes entire movies are made using special effects. A whole world and all its characters can be created through computer-generated animation. Some characters are drawn on screen by digital animators. Other characters are built as wire-frame models whose images are scanned into a computer. The digital animators use sophisticated software to give the models color, facial features, and movement.

Next time you watch a movie, think about what is real and what is a special effect. You might be surprised!

Practice the Skill

Main Ideas

Write each of the three main ideas below next to its correct paragraph number, then fill in the main ideas for the other paragraphs.

1. Special effects can create any kind of weather.
2. Special effects can be used to create entire movies.
3. Special effects show things that can’t be filmed in real life.

Identify Details

Write some details about how special effects are used to create the following:

- Sound
- Weather
- Costumes and Makeup
- Entire Movies

Vocabulary

- What is the name for the person who creates special sound effects, such as footsteps or galloping horses, in a movie?

- Find a word on page 8 that means “something that appears to be real but isn’t.”
High-interest topics help students increase knowledge in content areas such as social studies, geography, science, technology, literature, and physical and health education.

Student Books

Book 6

Clever Inventions

A sice Egyptians developed many creative inventions to help improve their lives. Paper, Pen, and Ink

Over 5,000 years ago, Egyptians wrote symbols known as hieroglyphs. They carved these symbols in stone to create permanent records of their writing. They also wrote on clay tablets that could be carried from place to place. And it was around this time that they invented the first paper. It was made from the papyrus reed, a grass-like plant that grew in the Nile Valley. The English word paper comes from the word papyrus. The invention of paper made written communication available to more people. Egyptians who could write were called scribes. Scribes were highly respected. They wrote with pens made from reeds. They used black ink, made from finely ground carbon or soot, and red ink, made from a finely ground stone called ochre (oh-kur). Because the documents they wrote were made from papyrus, they could be rolled up and stored far and wide.

Sundials and Water Clocks

Egyptians invented the sundial to tell time during the twelve daylight hours. But Egyptian priests had to perform ceremonies in their temples at exact times, both day and night, in all kinds of weather.

The Egyptians invented a water clock that could tell time during daylight and nighttime hours, in summer and in winter. They came up with the idea when they observed that water dripped out of a hole in a container at a steady rate. To measure the clock, they carved evenly spaced markings down the inside of a deep dish with a small hole in the base. The dish was filled with water, and as it dripped slowly out, the markings were exposed, telling the time.

Cosmetics

Egyptians were among the first people to use cosmetics—far back as 4000 BCE. Then, eye makeup also had a practical function. Egypt is a hot, dry country, with strong sun. Makeup helped protect people’s eyes from the sun and the dry winds of the desert.

Both men and women used makeup in shades of green, black, and gray. The colors were made from small layers of minerals ground into a fine powder. The powder was too dry to stay on the skin by itself, so the Egyptians mixed the powder with oil or fat. The oil in the makeup helped protect the skin. Some of the minerals helped prevent infection. They painted a thick layer of green makeup on their eyelids, green is a cool color that reflects light. Then they softened their eyes in black or gray. A line drawn out toward the lashline was thought to be very stylish.

Practice the Skill

Draw Conclusions

1. How did the invention of paper, pen, and ink broaden communication in ancient Egypt?

2. Why did the ancient Egyptians need to invent a more reliable clock than the sundial?

3. What could have happened to make the water clock unreliable?

Predict Outcomes

What do you think your life would be like without writing, clocks, and makeup?

If Never Invented

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Check Comprehension

1. What practical purpose did eye makeup have in ancient Egypt?

2. Why was ancient Egyptian makeup colored shades of green, black, and gray?

Vocabulary

1. Write the meanings of these words as they are used in the text.
   - tattoo
   - function

2. What is a riddle?

How is the meaning of riddle related to the meaning of “inscribe”?

They both have to do with ____________

Writing

1. Which invention from the text do you think had the biggest impact on the lives of ordinary ancient Egyptians? Why?

2. Write about one modern invention that you think has had the most dramatic effect on communication today.
Practice Real World Reading!

This multi-genre collection prepares students to analyze and interpret diverse fiction and nonfiction materials encountered outside the classroom.

- Cross-curricular topics build content-area knowledge
- Nonfiction readers incorporate features such as indexes, glossaries, tables of content, and captions
- High-interest topics, colorful illustrations, and captivating photographs engage students

See page 11 for Comprehension Library information!

Making Connections®
Comprehension Library