

# Day 5 Reading



## Cause and effect

---

### Reading Comprehension Worksheet

#### Practice

~~~~~  
**Cause and effect** are about how one thing can cause something else to happen.

The **cause** is *why* something happened.

The **effect** is *what* happened.  
~~~~~

Read about how light causes us to see colors, and think about **cause** and **effect** as you read.

#### Light: How We See Colors

Light is a form of energy that we can see. Some light comes from the sun. Other light is man-made. Man-made light uses science to turn another kind of energy, such as electricity, into energy in the form of light.

Light moves in a wavy beam from a source to whatever object it meets. The beam is made up of smaller wavy beams—one for each color. When a light beam is moving through the air, with all the colors together, it appears to be clear.

When a light beam hits an object, such as tree leaves, or an apple, the color of the object affects the smaller color beams inside the entire light beam. The green leaves absorb all of the color beams except green. Only the green beam is reflected back, so our eyes see the leaves as green. The apple absorbs all of the color beams except red. Only the red beam is reflected back, so our eyes see the apple as red. This is called “reflection”.

Another kind of reflection happens when a light beam hits a smooth, shiny object. When this happens, the entire beam of light bounces back. None of the small color beams are absorbed. The light beam bounces back like a ball thrown against a wall. If we look at the shiny object that is reflecting light, we can see images of the things the reflected light hits as it bounces off the shiny surface, such as our own face!

---

---

What is the **effect** of each **cause**?

1. A light beam travels away from a source, such as the sun.
  - A. The light beam spreads out in separate beams.
  - B. The light beam makes a sound.
  - C. The light beam hits an object.
  
2. A light beam hits a red apple.
  - A. All of the color beams except red are absorbed by the apple.
  - B. None of the color beams are absorbed by the apple.
  - C. Only the red beams are absorbed by the apple.
  
3. A red apple reflects back some of the color in a light beam.
  - A. We see the apple as red.
  - B. We are able to see through the apple.
  - C. The apple begins to glow.
  
4. A light beam hits a smooth, shiny object.
  - A. Only one color beam bounces back off the object.
  - B. Only some color beams bounce back off the object.
  - C. All of the color beams bounce back off the object.

~~~~~

5. Here is a **cause**: A beam of light hits a green leaf.  
What is the **effect**?

- 
6. Here is a **cause**: You look straight at a bright, shiny object when a beam of light bounces off of it.  
What is the **effect**?
-



## Cause and effect

---

### Reading Comprehension Worksheet

#### Practice

~~~~~  
**Cause and effect** are about how one thing can cause something else to happen.

The **cause** is *why* something happened.

The **effect** is *what* happened.  
~~~~~

Read about how light causes us to see colors, and think about **cause** and **effect** as you read.

#### Terrence Learns How We See Color

Terrence was excited about his new watercolor set. He loved to draw and paint. He liked to draw and paint race cars, airplanes, and trucks. He liked to use all kinds of colors in his pictures. He was learning how to mix colors together to make new and interesting colors.

He showed one of his new pictures to his dad one day. His dad said, "These are such amazing colors! Do you know how our eyes see different colors?"

Terrence had never thought about that before, but he was interested. "No, he said. "We just see them, I guess."

"Well," said his dad. "It's a little more complicated than that."

"Tell me, then!" Terrence said. "Maybe it will help me learn how to mix cool new colors."

"All right," Terrence's dad said. "But first you need to know about light. A light beam is made up of smaller beams of different colors. Our eyes see these many-colored beams as colorless. But when the light beams hit an object, our eyes see that object as a certain color. This is because the object absorbs all of the color beams except one. The color that *isn't* absorbed is the color we see."

Terrence thought about all this for a bit. He thought he understood what his dad was saying. "What else can you tell me about color?" he asked.

"I think you're really going to like hearing about how the color wheel works," his dad said. "But right now, it's time for dinner."

---

What is the **effect** of each **cause**?

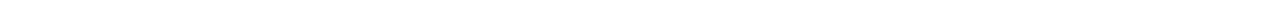
1. Terrence loved to draw and paint.
  - A. Terrence got started on a new drawing.
  - B. Terrence was saving his money for a new watercolor set.
  - C. Terrence was excited about his new watercolor set.
  
2. Terrence liked to use all kinds of colors in his pictures.
  - A. Terrence was learning to mix colors together.
  - B. Terrence tried out each color in his new paint set.
  - C. Terrence decided he liked the red paint the best.
  
3. Terrence's dad asked him if he knew how our eyes see different colors.
  - A. Terrence said that he already knew how our eyes see different colors.
  - B. Terrence asked his dad to show him how to mix colors together.
  - C. Terrence asked his dad to explain how our eyes see different colors.
  
4. Terrence asked his dad to explain how our eyes see different colors.
  - A. Terrence's dad explained that different light beams are different colors.
  - B. Terrence's dad explained that light beams are made of smaller color beams.
  - C. Terrence's dad explained that colors can be mixed together to make new colors.



5. Here is a **cause**: Terrence thought he understood his dad's explanation of how we see color.  
What is the **effect**?



6. Here is a **cause**: Terrence asked his dad what else he could tell him about color.  
What is the **effect**?





## Cause and effect

---

### Reading Comprehension Worksheet

#### Practice

~~~~~

**Cause and effect** are about how one thing can cause something else to happen.

The **cause** is *why* something happened.

The **effect** is *what* happened.

~~~~~

Read about how light causes us to see a rainbow, and think about **cause** and **effect** as you read.

#### Light: What Causes a Rainbow

Light is a form of energy that we can see. Light moves in a wavy beam from a source to whatever object it meets. A light beam is wavy, but it only moves in one direction as it travels through the air. It cannot bend, turn corners, or go in a circle. It travels in one direction until it hits an object. Not even the strongest wind can cause a light beam to bend.

Light cannot pass through a solid object. However, light can pass through transparent objects, such as crystal and water. When a light beam hits a transparent object, it keeps going forward, but it slows down. If you look at the place where an object is partly in and partly out of water, it looks like the object bends at the place where it enters the water. This is called "refraction."

Sometimes a beam of light from the sun passes through a cloud made up of tiny droplets of water too small to fall as rain. Hitting the water droplets causes the light beam to slow down. If the light beam hits the droplets of just the right size at just the right angle, the light beam appears to split into layers. We see the color beams within the light beam one at a time, in layers. We see layers of red, orange, yellow, green, blue, and violet. We see a rainbow!

---

What is the **effect** of each **cause**?

1. A light beam travels toward the earth through a strong wind.
  - A. The light beam keeps bends as it is blown by the wind.
  - B. The light beam begins to move in a circle.
  - C. The light beam continues to move in the same direction.
  
2. A light beam hits a solid object.
  - A. Only part of the light beam passes through the object.
  - B. The light beam cannot pass through the object.
  - C. The light beam slows down as it passes through the object.
  
3. A light beam hits water.
  - A. Only part of the light beam passes through the water.
  - B. The light beam cannot pass through the water.
  - C. The light beam slows down as it passes through the water.
  
4. You see an object partly in and partly out of water.
  - A. You cannot see the part of the object that is in the water.
  - B. The object looks like it bends where it enters the water.
  - C. You see colored light all around the object.

~~~~~

5. Here is a **cause**: A light beam hits water droplets in just the right way.  
What is the **effect**?

---

6. Here is a **cause**: You see the color beams within a light beam one at a time,  
in layers.  
What is the **effect**?

---

---

1) Since Marcy didn't set her alarm to the correct time, she was late to work and missed a very important meeting. What is the EFFECT in this sentence?

1. Marcy didn't set her alarm on time
2. She was late to work
3. She missed a very important meeting
4. Both B and C

2) Due to sending home various notes from the office and writing reminders in our planner, MLR students brought in a total of 435 packages of pasta for the school-wide service project.

What is the CAUSE?

1. The students brought in packages of pasta.
2. The students at MLR were participating in a project.
3. The students at MLR were very generous.
4. Notes went home and reminders were written in planners.

3) Due to sending home various notes from the office and writing reminders in their planners, the students brought in a total of 435 packages of pasta for the school-wide service project.

What is the EFFECT?

1. The students brought in packages of pasta.
2. The students at MLR were participating in a project.
3. The students at MLR were very generous.
4. Notes went home and reminders were written in planners.

4) Based on the information in the passage, which statement best explains why Trump became a real estate developer?

1. He wanted to make a lot of money.
2. He liked designing and constructing buildings.
3. He wanted to follow in the footsteps of his father.
4. He was given a large building as a gift when he graduated.

5) In recent decades, cities have grown so large that now about 50% of the Earth's population lives in urban areas. There are several reasons for this occurrence. First, the increasing industrialization of the nineteenth century resulted in the creation of many factory jobs, which tended to be located in cities. These jobs, with their promise of a better material life, attracted many people from rural areas. Second, there were many schools established to educate the children of the new factory laborers. The promise of a better education persuaded many families to leave farming communities and move to the cities. Finally, as the cities grew, people established places of leisure, entertainment, and culture, such as sports stadiums, theaters, and museums. For many people, these facilities made city life appear more interesting than life on the farm, and therefore drew them away from rural communities.

What is another major EFFECT of industrialization?

1. Most people ended up thinking life on the farm was more interesting than the life in the city.
2. Many families stayed in the country
3. More people moved to the city.
4. Less schools were built

6) What was one major EFFECT of industrialization other than the one you chose in the previous question?

---

---

---

7) On February 7, 1867, Laura Ingalls was born in the Big Woods near Pepin, Wisconsin. She was the second daughter born to Charles and Caroline Ingalls. Laura lived through a difficult period of history and overcame a variety of struggles. Yet through it all, she still managed to become a great and valuable author of children's books. It is through her contributions that many children have learned about life on the frontier.

Laura moved more than once in her life. In her early life it was always by covered wagon. Laura's father was inspired by the Homestead Act of 1862 which made it possible to obtain 160 acres of land with certain provisions. With this in mind he took his family to Montgomery County in Kansas and settled there. The land that they had settled on was technically Native American Territory, so not long after they moved there they were forced to move out. In 1871, they moved back to Wisconsin. In 1874, the family settled in Plum Creek, Minnesota, and lived there for several years. Later, the Ingalls moved to the town of De Smet in Dakota Territory. They were the first settlers in the town. While here, the Ingalls once again attempted to get land through the provisions of the Homestead Act. They succeeded, and in 1886 Charles Ingalls officially had a farm of his own.

The settlers of the frontier faced many challenges including the threat of horrendous weather, starvation, plagues, and sickness. For example, in 1874 there was a giant Grasshopper Plague that swept in a Z shape across the lands of Oregon, Dakota Territory, Kansas, and Missouri. Lakes of grasshoppers three inches deep were not uncommon. The grasshoppers devoured everything around them. They ate the crops, the vegetables, clothing, and even each other. Many of the settlers had to leave the lands due to the plague.

Which sentence from the passage shows cause and effect?

1. Laura moved more than once in her life.
2. Later, the Ingalls moved to the town of De Smet in Dakota Territory.
3. The land that they had settled on was technically Native American Territory, so not long after they moved there they were forced to move out.
4. Many of the settlers had to leave the lands due to the plague.

List a major effect life on the frontier had on Laura Ingalls? \_\_\_\_\_

---

---

8) Why was life hard for settlers that lived on the frontier? Give TWO examples from the text.

---

---

---



9) Due to their incredible force and unpredictability, floods can cause tremendous damage. They can ruin houses, roads and buildings. Floods can take down trees and cause mudslides. It often leaves mud, sand and debris behind. It can take months to clean up after a flood.

What is the EFFECT?

1. Floods can cause a lot of damage
2. Floods happen in many areas without warning.
3. Floods are strong and unpredictable.
4. Flood damage is devastating

10) Mrs. Marcozzi didn't remind the students to wear their school spirit shirts for Friday's Fanfare, therefore, many of the students forgot. What is the EFFECT?

1. Mrs. Marcozzi didn't remind the students to wear their school spirit shirts
2. Many students forgot to wear their school spirit shirts.
3. There was a Fanfare celebration on Friday.
4. The students weren't required to wear their school spirit shirts.

**Directions**  
Read this story. Then answer questions 1 through 7.

## Excerpt from *The Woolly-Puff Rescue*

by Sue Mozena

- 1 Wendy and Alex stared at the strange flower at their feet. Dozens of them bloomed in this remote corner of the field.
- 2 Wendy bent down for a closer look. “We shouldn’t name them until we’re sure we can keep them,” she warned. “But I like Woolly-Puffs. They look just like fleecy rainbows.”
- 3 As tempting as it was to pet the feathery yellow-orange-red-purple-blue petals, neither of them did. Instead, Wendy pulled protective gloves from her belt pack.
- 4 On the asteroid-based colony of New Harmony, even twelve-year-old pioneers knew the number one rule for living in outer space: don’t touch or taste or sniff anything that hasn’t been tested.
- 5 “Where do you think they came from?” Wendy asked. With a gentle tug, she freed a Woolly-Puff from the thin layer of soil, sealed it in a clear bag.
- 6 “They were probably in the compost shipment that brought these nagers,” Alex muttered. He slapped at one of the whining insects that swarmed around him looking for exposed skin to bite.
- compost = a mixture of decaying plants used to improve the soil in a garden
- 7 New Harmony depended on shipments of rich compost from nearby planets to build up its soil. Usually the compost was treated before it arrived, but one shipment had been accidentally overlooked. The whining gnat-like insects the colonists called “nagers” had hatched from the compost. Without any natural enemies in this new world, the insects had multiplied, becoming a constant torment to the colonists.
- 8 After turning in their discovery, Wendy settled on a stone bench in front of the New Harmony laboratory. Alex paced, then sat. “Poor Woolly-Puff,” Wendy said. “What if it’s just a weedy flower?”

**GO ON**

- 9 “Then one living plant and a packet of seeds will be sent to the Botany Preserve on Mars,” Alex answered, rubbing a hot-pink nagger welt just above his elbow.
- 10 Wendy gingerly held the extra bouquet she had picked, in case the Woolly-Puffs proved keepers. “And the rest of the plants—”
- 11 “The rest will be pulled up and destroyed to make room for ‘useful’ plants,” Alex said.
- 12 The colony of New Harmony did have flowers. It just didn’t have a lot of room. Woolly-Puffs would have to be more than pretty if they wanted to grow here.
- 13 The two friends scrambled to attention as the lab door opened.
- 14 “Your Woolly-Puff isn’t toxic,” Professor Raglin said. His smile faded as he went on. “The sap is thick and sticky, but we already have a good glue. The stems are too woody and the leaves too bristly to eat. And the petals, well, they smell funny. Not flowery at all. More like moldy lemons. I’m sorry, but I’ll have to make my report to the council this afternoon. The good news is that they seem to grow only in the soil where you found them, so it won’t be hard to get rid of them.”
- 15 “At least they’re not poison,” Wendy said after Professor Raglin had left. She hugged her colorful, fuzzy bouquet. She had to admit they did smell funny. “Mayor Murphy will probably send a reclaim crew out after the council meeting.” She sighed. “I wish the council would let us adopt one, like a pet.”
- 16 “Fat chance,” Alex said. He blew at a pair of nagers trying to land on his knee. “Shoo! For harmless gnats, these bugs sure are pests.”
- 17 “Yeah.” Wendy reached up to scratch the end of her nose. Then she realized something. The end of her nose itched simply because that’s what the ends of noses do sometimes. The nagers weren’t biting her. They weren’t even landing on her.
- 18 “We’re going to the council meeting,” she announced.
- 19 That afternoon, when the council members emerged from the community center, Alex and Wendy were waiting.
- 20 “What is the meaning of this?” Mayor Murphy demanded as Alex and Wendy presented each member of the council with a Woolly-Puff garland.
- 21 Glancing at Alex for courage, Wendy said, “Woolly-Puffs are bug chasers.”
- 22 “Sorry,” Mayor Murphy said firmly. “We have already made our decision.”
- 23 “Just watch,” Wendy pleaded. “Watch the nagers.”

- 24 Then someone said, “What naggers? I don’t see any.”
- 25 “Where are the naggers?” asked Professor Raglin. “It’s as if they’re avoiding us.”
- 26 Wendy smiled. “They are. Naggers don’t like Woolly-Puffs.”
- 27 So the Woolly-Puffs stayed in the vases and flower boxes and gardens of New Harmony because, of course, they weren’t just pretty. They smelled like moldy lemons. And luckily, naggers couldn’t stand the smell of moldy lemons.

**GO ON**

1

In paragraph 2, what does the sentence “They look just like fleecy rainbows” suggest about the flowers?

- A The flowers are colorful and fuzzy.
- B The flowers are wet and fluffy.
- C The flowers are striped and shaggy.
- D The flowers are transparent and puffy.

2

What does the word “welt” mean as used in paragraph 9?

- A itch
- B skin
- C gnat
- D bump

3

Read this sentence from paragraph 14.

**His smile faded as he went on.**

What does the sentence suggest about Professor Raglin?

- A He is suffering from the bad smell.
- B He regrets having to study the plant.
- C He dislikes the plant he is talking about.
- D He is about to deliver disappointing news.

4

Read this sentence from paragraph 15.

**“At least they’re not poison,” Wendy said after Professor Raglin had left.**

What does the sentence suggest about Wendy?

- A Wendy looks for the positive side of situations.
- B Wendy does not like people to give her bad news.
- C Wendy challenges people who do not agree with her.
- D Wendy encourages people to learn to love the flowers.

5

How does the setting of the story affect what happens to the Woolly-Puff?

- A A lack of space causes the flower to be shipped away.
- B A need for compost causes the plant to be valued.
- C A problem with insects causes the flower to be kept.
- D A lack of pets causes the plant to be adopted.

6

What does the phrase “smell funny” mean as it is used in paragraph 15?

- A The flowers made the children laugh.
- B The scent of the flowers was unusual.
- C The flowers caused the children to be itchy.
- D The stems of the flowers were strange.

**GO ON**

7

Which statement **best** states a theme of the story?

- A Friends should support each other in difficult situations.
- B Following the rules can sometimes get you in trouble.
- C It may take courage to speak up when you have a good idea.
- D The smallest things can cause big problems.

# Directions

Read this story. Then answer questions 22 through 28.

## Mrs. Majeska and the Lost Gloves

by Ethel Pochocki

- 1 One crisp fall morning, Mrs. Majeska woke up with a craving for sauerkraut. It was so strong, she could smell it, she could taste it, and she knew she must have it for supper. So she put on her walking shoes, picked up her tub with a lid and a handle, and went into town to buy some.

sauerkraut = chopped, pickled  
cabbage

- 2 She walked briskly, enjoying the wind messing up her hair and the parade of dried leaves dancing ahead of her. It was a glorious day, and the thought of sauerkraut for supper, with a bit of apple and onion and sausage, made her want to dance along with the leaves.
- 3 But suddenly she stopped. In the road there was a glove, a small black glove, the fingers still plump, as if it had just left its owner's hand. It was out of place in the middle of the road.
- 4 Poor thing, thought Mrs. Majeska. I cannot leave it there. She picked it up quickly—a logging truck was coming—and laid it on the grass. She felt sorry for its owner, who now had only one glove. What good was one glove?
- 5 On the way home from the store, she walked on the other side of the road, the sauerkraut sloshing inside the tub. A cluster of children came toward her, laughing and shouting to one another as they took turns kicking something in the dust. Finally they tired of it and ran off past Mrs. Majeska.
- 6 She looked down at the sorry thing they had been kicking. It was another black glove, of the same size and shape as the one she had rescued. She examined it—yes, it was the mate to the other!
- 7 Mrs. Majeska hesitated, then continued walking. It was only a glove, after all, not a child or a kitten or a wallet. Suddenly she stopped, turned around, and walked back to the crumpled bit of cloth. She picked it up, shook it out, and brushed off the dirt. It looked almost as good as new.

**GO ON**



8 With the glove in one hand and the tub of sauerkraut in the other, she strode down the road to where the other glove still lay in the grass. She placed its mate beside it, satisfied that they were now together. For what good was one glove without the other?

9 A boy whizzed by on a bike and looked at her. Two old ladies, arm in arm, marched toward her on their way to the post office. Mrs. Majeska bent down and pretended to tie her shoelaces, for she felt foolish to be caught in the act of reuniting a pair of gloves.

10 That night, after a supper as delicious as she had imagined it, Mrs. Majeska sat in her rocker and thought about the gloves. She wished she had brought them home to use for herself. Their owner had probably already given them up for lost. The next morning, after she had her coffee and read the newspaper, she decided to go back and get the gloves. But they were gone.

11 Mrs. Majeska was mystified. Who—beside herself—would want a pair of gloves lying by the side of the road? Perhaps the owner had retraced her steps and rejoiced in finding them? Or maybe a housewife on a cleaning binge had used them to polish the stove? Or maybe a puppy needed something to chew on? Or a squirrel, to line its nest for winter?

12 Mrs. Majeska would never know, but as long as she did not know, she would believe in a happy ending. No matter what their fate, the gloves were together, and that was all that mattered.

**22** In paragraph 2, what does the phrase “made her want to dance along with the leaves” **most** suggest about Mrs. Majeska?

- A** She is ready to move along quickly to get home.
- B** She remembers the words to a song in her head.
- C** She likes the fall weather because it causes change.
- D** She is happy because she is enjoying her day.

**23** How do paragraphs 3 and 4 foreshadow the ending of the story?

- A** by emphasizing that a single glove is of little use
- B** by emphasizing that nobody cares about a lost glove
- C** by showing that Mrs. Majeska is careful when picking up the glove
- D** by showing that Mrs. Majeska is worried about the owner of the glove

**24** Based on paragraphs 5 and 6, which sentence **best** contrasts Mrs. Majeska and the children?

- A** Mrs. Majeska wants to clean the glove but the children do not.
- B** Mrs. Majeska is sorry for the glove owner but the children are not.
- C** Mrs. Majeska is happy to see the glove while the children are not.
- D** Mrs. Majeska understands the value of the glove while the children do not.

**GO ON**

25

Mrs. Majeska's actions in paragraphs 7 and 8 **most** contribute to the development of the central idea by showing that she

- A is content that the gloves are back together
- B considers taking the gloves home for herself
- C thinks she is silly for worrying about the gloves
- D cleans off the gloves to make them easy to find

26

What can the reader infer about Mrs. Majeska in paragraph 9?

- A She is nervous that the gloves will not be found by their owner.
- B She is concerned about what the boy and the two ladies think of her.
- C She is scared by the boy who is riding on the bike.
- D She is upset by the old ladies who walk past her.

27

Which word **best** describes Mrs. Majeska in paragraph 10?

- A proud
- B restless
- C stubborn
- D regretful

**28**

What does the point of view in paragraph 11 help the reader to understand?

- A** an owner's joy in finding the gloves
- B** Mrs. Majeska's concern that a puppy might chew the gloves
- C** a housewife's eagerness to put the gloves to use
- D** Mrs. Majeska's surprise that someone took the gloves

**GO ON**