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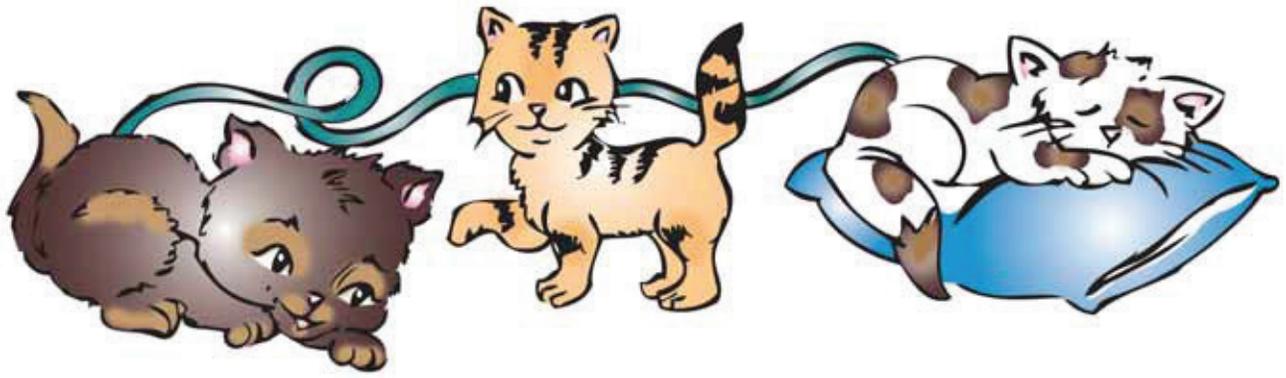
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My Cat

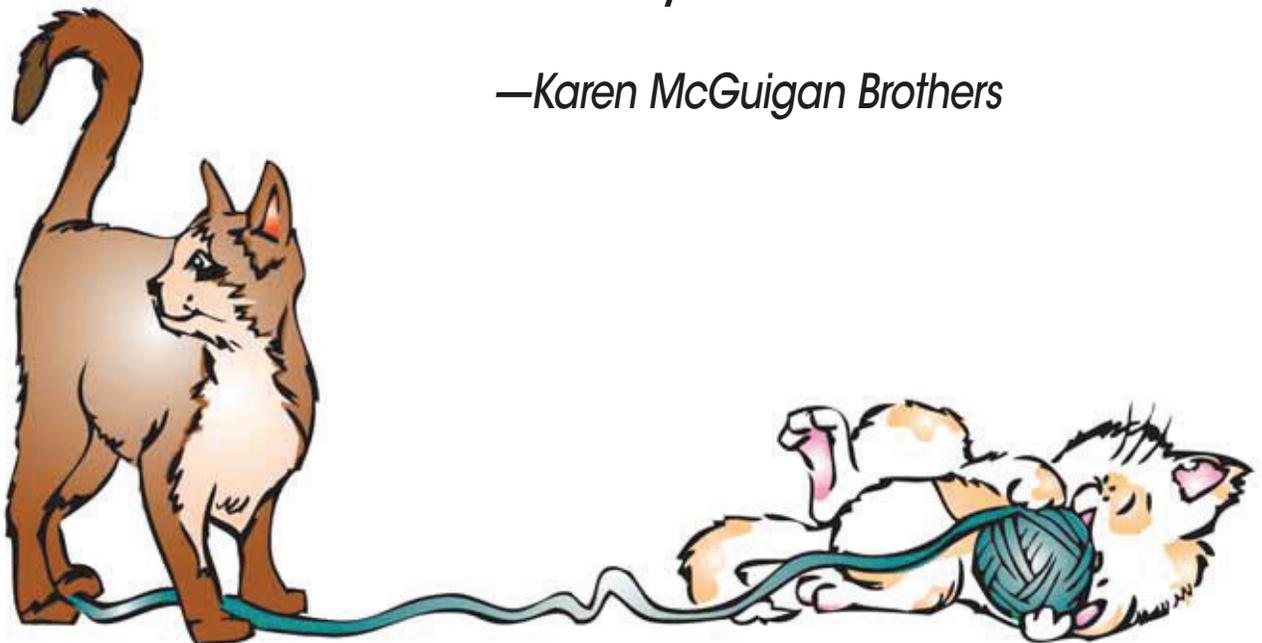
This cat, that cat,

Thin cat, fat cat,

Low cat, high cat,

Your cat, my cat!

—Karen McGuigan Brothers



Dogs Help Us



herding dog



search dog

Dogs and people often work **together**. Some dogs **herd** cattle. Others help find **missing** people. Guide dogs help **blind** people get around.



guide dog

The Fox and the Crow



A fox once saw a crow fly up to a tree branch. It had a big piece of cheese in its beak. The fox wanted the cheese for himself. So he talked to the crow. "Good day, Miss Crow. You look well today. Your feathers are glossy. Your eyes are so bright. Your voice must be wonderful, too. I would love to hear a song from you." The crow lifted up her head and began to caw. The moment she opened her mouth, the cheese fell to the ground. The fox grabbed it and said, "That will do. I just wanted the cheese. In exchange I have a piece of advice for you...."

Dear Mr. Witherspoon,

I am not a klutz, but I'm constantly hurting myself. My mother says it's my own fault for being so reckless, but how will I ever get to be a stuntman in the movies if I don't practice?

Your friend,
Paul Shapiro

The Colors of Childhood

I ran in my room,
bounced once on the bed,
did a flip in the air,
and fell right on my head.

On the seat of my bike
I stood straight and tall,
as I waved to my mom
and crashed into a wall.

The colors of childhood?
I think there are two.
The first one is black.
The other is blue.



A Day in Rio

Arthur Barbosa de Asuncao (ah-soon-sow) is 8 years old and lives with his parents in Rio de Janeiro. Rio is a city in Brazil, the biggest country in South America. How does his day compare to yours?

which means “juices.” His favorite comes from acerola (ah-she-roh-la), a tropical fruit from the Amazon. The Amazon is the world’s second longest river. Almost all of it is in Brazil.

6:45 a.m. Arthur’s mom usually wakes him up and makes him breakfast. He has milk, bread and butter or biscuits and jam, juice, and coffee.

2:00 p.m. to 6:00 p.m.

Arthur hangs out with his friends or his dad. He likes to swim at the beach. He also likes to go for bike rides with his father.

7:15 a.m. School begins. Arthur studies Portuguese, which is what people speak in Brazil. He also studies math, science, and social studies. On Fridays, he has gym. He especially likes to play soccer.

8:00 p.m. Homework time. His mom and dad help him, especially with math.

Noon School is over for the day! After school, Arthur usually goes to the beach to play soccer with his friends. He lives just a couple of blocks from one of Rio’s beautiful beaches.

9:00 p.m. The family eats dinner. Brazilians eat late! Sometimes they have rice and beans and couve (koh-veh), which are chopped greens. Arthur’s favorite dessert is passion fruit pudding.

1:00 p.m. Arthur eats lunch when he gets home from the beach. Sometimes he eats at school because his mom works in the cafeteria. He loves sucos (soo-koosh),

10:00 p.m. Bedtime. Before bed, Arthur watches TV—soccer if it’s on, or cartoons.



JOHN MAIER, JR.

Far left: Arthur feeds his dog.

Near left: Then he heads to the beach to join his friends in a soccer match.

JOHN MAIER, JR.



Crazy for Kilometers

Dear Mei,

Today my dad was driving 88 on the highway. But he didn't get a ticket, because the speed **limit** is 90. Does it sound like they drive really fast up here in Canada? That's because you're thinking in miles. But in Canada, we think in **kilometers**!

Today we are in Montreal. Tomorrow we are going to Quebec City. All the speed limits are in kilometers. Dad was driving 88 kilometers an hour. That's only about 51 miles an hour. The speed limit is 90 kilometers an hour. That is about 54 miles an hour.

Everything in Canada is in the **metric system**. I knew that before we came, but it's really strange seeing it in person. You cannot buy a quart of milk—you buy a liter. Luckily, a liter is almost the same as a quart. And of course, you cannot ask for it in English since they speak French here in Quebec.

Food is sold by the gram or kilogram. A gram is really small. There are about 35 grams in one ounce. A kilogram is a thousand grams. That comes out to be a little more than 2 pounds.

Kids in Canada have it easy. They don't have to remember that there are 12 inches in a foot or 3 feet to a yard. Everything metric is by tens. One hundred centimeters make a meter.

The rest of the world uses the metric system. Only the United States and a couple of other countries don't. Still, most U.S. food packages have metric on them. Take a look at a milk carton and you'll see. I never noticed before, but the **speedometer** in our car shows miles and kilometers. Check your car, I bet it's the same.

Your friend,
(1,287 kilometers away)
Karen



SARAH HADLEY/ALAMY

SPEED
LIMIT
25

SPEED
LIMIT
40
km/h

SPENCER GRANT/PHOTO EDIT

Chapter 5: An Eccentric Artist

Diego Rivera



Diego Rivera

LIBRARY OF CONGRESS



One of Diego Rivera's colorful wall murals

Someone tells you to paint a picture. “All right,” you think. “No problem. I can fill the canvas pretty easily.” But what if the picture you are asked to paint is three stories high, two city blocks long, and one block wide? In other words, a total of 17,000 square feet (1,579 sq. m)!

Diego Rivera was one of modern Mexico's most famous painters. When he was asked to paint this huge picture, he did not waver for a minute. In total, Rivera painted 124 frescos, which showed Mexican life, history, and social problems.

A fresco is a painting on wet plaster. Special watercolors are used. Rivera had to plan ahead and sketch what he was going to paint. He used a special plaster. It had to have a certain amount of lime.

Rivera's aides would apply all but the final layer of plaster. Then they used sharp tools to dig

the outlines of Rivera's sketches into the plaster. Next, they made a mixture of lime and marble dust. This would be spread over the outline in a thin layer. As soon as this layer was firm—but not dry—Rivera would start to paint.

Every morning, his paints had to be freshly mixed. The pigments had to be ground by hand and mixed on a slab of marble. Rivera would not start working until the paints were perfect. Rivera would paint as long as there was daylight. He could not paint under artificial light. It would change how the colors looked.

Some days, he would say that what he had painted that day was not good enough. Then he would insist that all the plaster be scraped off so he could start again! It took Rivera years to finish, but this mural is thought to be one of the greatest in the world today.

BASKETBALL GREATS

Brian and Tabitha usually agreed on everything. They liked the same favorite food (pizza), the same favorite color (yellow), and the same favorite video game (*Zambu, Warrior Queen*). This made it all the more upsetting for Tabitha to realize how much of a dunderhead Brian could be!

“Michael Jordan? Are you kidding me? Everyone knows that Kobe Bryant is the best basketball player who has ever lived!” she exclaimed.

“No way!” countered Brian. “Michael Jordan has six championship rings. And he won Finals MVP every one of those years. No other basketball player can even come close to being that amazing!”

“Michael Jordan was a ball hog,” insisted Tabitha. “He was lucky to have a team that helped him get all the way to the finals that many times! Kobe is a team player. He just didn’t have the team he needed to get as many rings as MJ!” She was really starting to fume now.

Just then, Tabitha’s mother came in from the other room. “You know,” she said, “you both have some really good points. But, I wonder if the two of you know about the other great basketball players.”

“Who do you mean, Mom?” asked Tabitha.

“Well, did you know that Kareem Abdul-Jabbar scored over 38,000 points in his career? And Wilt Chamberlain once scored 100 points in a single game?” asked Tabitha’s mom.

“100 points! Are you serious? I wish I had seen that!” Brian said.

“Yes, it’s true. He even averaged over 50 points a game during the 1961–1962 season.”

“Wow! I didn’t know that,” said Tabitha thoughtfully. “Hey, Brian, I have an idea.”

“I bet it is the same one I have!” Brian replied, smiling.

“Let’s do some research!” they said together and laughed.



Cousins and Best Friends

Jason was anxious for his cousins to finally arrive. He hadn't seen his Aunt Vanessa and cousins Eddie and Jen in over a year. They used to live in the next neighborhood, and the boys spent time together often. But since his cousins had moved five hours away, it seemed like Jason's mom and dad never wanted to drive that far for a visit. Even though Eddie and Jason texted each other often, Jason was curious about how much his cousin had changed since he last saw him. He wondered if Eddie's personality would be different and whether they would still have as much in common. Jason was a little nervous that they wouldn't have the same kind of connection that they had before.

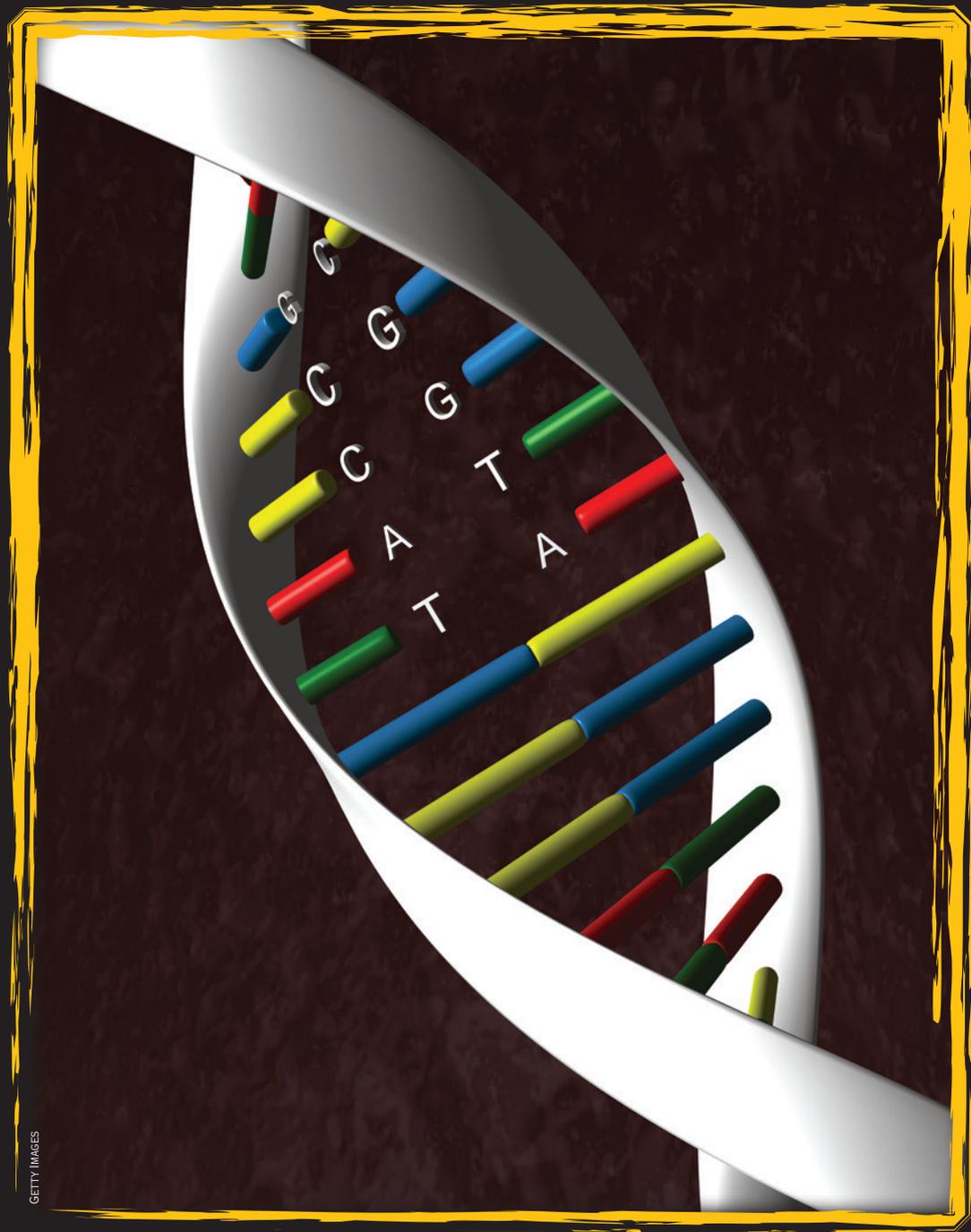
When the doorbell rang, Jason ran to the door. Eddie walked in first, and Jason almost couldn't believe his eyes. Eddie had probably grown six inches since Jason last saw him. Jason, who was nine months older than Eddie, had always been taller, but now Eddie was at least four inches taller than Jason. His hair was shorter. Jen, who was almost 15, looked much older than Jason had remembered. She was already in high school. Jason noticed she was wearing makeup.

"Hey, dude! Good to see you!" Eddie said as he gave his cousin a bear hug. After Jason said hello to Aunt Vanessa and Jen, the boys ran upstairs to play the new video game Jason had received for his birthday. Jason's mom laughed as she watched the boys race up the stairs.

"Those boys always were inseparable," Aunt Vanessa said. "It's like we never left."



DNA: The Code



GETTY IMAGES

DNA, or deoxyribonucleic (say: DEE-oxee-rye-boh-nu-klay-ick) acid, is the chemical code that holds the **blueprint** for all living **organisms**. It is a **complex** molecule with billions of bits of information; yet, the code it contains is created with just four proteins. They are thymine, adenine, guanine, and cytosine. The four proteins **bond** with each other in pairs, forming a ladderlike structure. Thymine always bonds with adenine. Guanine always bonds with cytosine. The order of the four proteins, in ladders of billions of “rungs,” makes up the genetic code of life.



Comprehension Skill: Generate Questions (*Grades K–2*)

Objectives

- Learn to generate questions before, during, and after reading text to support comprehension.
- Use the text and text features to clarify meaning and ask questions.

Introduce the Comprehension Skill

Use the following details to introduce and describe the comprehension skill.

- Readers generate questions to make sense of texts.
- Ask questions to engage. Be curious about the topic.
- Ask questions to clarify. Make the text more clear. Get help with confusing words.
- Ask questions to challenge. Ask for more information about details that are hard to believe.
- Encourage students to ask questions before, during, and after reading.

Model the Comprehension Skill

- Do a picture walk with a reading selection.
- Ask students what they see.
- Think aloud to model asking questions before reading.
- Use one of the language frames below to model asking questions.

Practice the Comprehension Skill

- Read the selection aloud, modeling fluent reading.
- Have students think of questions during and after reading.
- Have students write or draw these questions.
- Encourage students to use the language frames below.
- Discuss the questions they had in pairs and whether they were answered.

Reflect

Come together as a group. Discuss how their questions helped them to better understand the text.

Suggested Passages for Instruction

- *Advertisement*
- *Brave Man in Space*
- *Kids Have Too Many Toys*
- *The Happy Bottle*

Language Frames for Generating Questions

I wonder (if, why, when, how) _____ . (Engage)

What happened when _____ ? (Clarify)

How can it be true that _____ ? (Challenge)



Comprehension Skill: Generate Questions (*Grades 3–5*)

Objectives

- Learn to generate questions before, during, and after reading text to support comprehension.
- Use text and text features to clarify meaning and ask questions.

Suggested Passages for Instruction

- *A New Game*
- *Alexander the Great*
- *Sally Ride*
- *Multiplying Two- and Three-Digit Numbers*

Introduce the Comprehension Skill

Use the following details to introduce and describe the comprehension skill.

- Readers generate questions to make sense of texts. Questions help readers focus, find deeper meaning, and clarify information.
- Ask questions to engage. Be curious about the topic. Guess what will happen.
- Ask questions to clarify. Ask about unfamiliar words. Ask about confusing details.
- Ask questions to challenge. Question details that are hard to believe.
- Encourage students to ask questions before, during, and after reading.

Model the Comprehension Skill

- Choose a passage.
- Read the first half of the passage aloud, modeling fluent reading.
- Think aloud before, during, and after asking questions that make you engage, clarify, or challenge.
- Use the language frames below to help generate questions and discussion.
- Finish reading passage.

Practice the Comprehension Skill

- Choose a second passage.
- Have students read the passage.
- Have students record questions they have before, during, and after reading.
- Encourage students to use the language frames below.
- Discuss in small groups which questions were asked and answered or remained unanswered.

Reflect

Come together as a group. Have students discuss when this skill is used and why readers need to ask questions throughout reading.

Language Frames for Generating Questions

I wonder (if, when, how, why) _____ . (Engage)

What does the author mean by _____ ? (Clarify)

How can it be true that _____ ? (Challenge)



Comprehension Skill: Generate Questions (Grades 6–8)

Objectives

- Learn to generate questions before, during, and after reading text to support comprehension.
- Use text and text features to clarify meaning and ask questions.

Suggested Passages for Instruction

- *Don't Go in the House*
- *The World News: Math, Metal, and Bubbles*
- *They Were Here First*
- *Thailand Sightseeing Guide*

Introduce the Comprehension Skill

Use the following details to introduce and describe the comprehension skill.

- Readers generate questions to make sense of texts. Questions help readers focus, find deeper meaning, and clarify information.
- Ask questions to engage. Be curious about the topic. Guess what will happen.
- Ask questions to clarify. Ask about unfamiliar words. Ask about confusing details.
- Ask questions to challenge. Question details that are hard to believe.
- Encourage students to ask questions before, during, and after reading.

Model the Comprehension Skill

- Choose a passage.
- Read the first half of the passage aloud, modeling fluent reading.
- Think aloud before, during, and after asking questions that make you engage, clarify, or challenge.
- Use the language frames below to help generate questions and discussion.

Practice the Comprehension Skill

- Choose a second passage.
- Have students read the passage.
- Have students record questions they have before, during, and after reading.
- Encourage students to use the language frames below.
- Discuss in small groups which questions were asked and answered or remained unanswered.

Reflect

Come together as a group. Have students discuss when this skill is used and why readers need to ask questions throughout reading.

Language Frames for Establishing Purpose for Reading

I wonder (if, when, how, why) _____ . (Engage)

What does the author mean by _____ ? (Clarify)

How can it be true that _____ ? (Challenge)



Comprehension Skill: Generate Questions (*Grades K–2*)

Objectives

- Learn to generate questions before, during, and after reading text to support comprehension.
- Use text and text features to clarify meaning and ask questions.

Suggested Passages for Instruction

- *Model* _____
- *Practice* _____

Introduce the Comprehension Skill

Use the following details to introduce and describe the comprehension skill.

- Readers generate questions to make sense of texts.
- Ask questions to engage. Be curious about the topic.
- Ask questions to clarify. Get help with confusing words.
- Ask questions to challenge. Ask for more information about details that are hard to believe.
- Encourage students to ask questions before, during, and after reading.

Model the Comprehension Skill

- Do a picture walk with reading selection. _____
- Ask students what they see.
- Think aloud to model asking questions before reading. _____
- Use one of the language frames below to model asking questions.

Practice the Comprehension Skill

- Read the selection aloud, modeling fluent reading.
- Have students think of questions during and after reading.
- Have students write or draw these questions.
- Encourage students to use the language frames below.
- Discuss the questions they had in pairs and if they were answered.

Reflect

Come together as a group. Discuss how their questions helped them to better understand the text.

Language Frames for Generating Questions

I wonder (if, why, when, how) _____ . (Engage)

What happened when _____ ? (Clarify)

How can it be true that _____ ? (Challenge)



Comprehension Skill: Generate Questions (*Grades 3–5*)

Objectives

- Learn to generate questions before, during, and after reading text to support comprehension.
- Use text and text features to clarify meaning and ask questions.

Suggested Passages for Instruction

- Model _____
- Practice _____

Introduce the Comprehension Skill

Use the following details to introduce and describe the comprehension skill.

- Readers generate questions to make sense of texts. Questions help readers focus, find deeper meaning, and clarify information.
- Ask questions to engage. Be curious about the topic. Guess what will happen.
- Ask questions to clarify. Ask about unfamiliar words. Ask about confusing details.
- Ask questions to challenge. Question details that are hard to believe.
- Encourage students to ask questions before, during, and after reading.

Model the Comprehension Skill

- Read the first half of the passage aloud, modeling fluent reading.
 - Think aloud before, during, and after asking questions that make you engage, clarify, or challenge.
-
- Use the language frames below to help generate questions and discussion.
-

Practice the Comprehension Skill

- Have students read the passage.
 - Have students record questions they have before, during, and after reading.
 - Encourage students to use the language frames below.
 - Discuss in small groups which questions were asked and answered or remained unanswered.
-

Reflect

Come together as a group. Have students discuss when this skill is used and why readers need to ask questions throughout reading.

Language Frames for Generating Questions

I wonder (if, when, how, why) _____ . (Engage)

What does the author mean by _____ ? (Clarify)

How can it be true that _____ ? (Challenge)



Comprehension Skill: Generate Questions (Grades 6–8)

Objectives

- Learn to generate questions before, during, and after reading text.
- Use text and text features to clarify meaning and ask questions.

Suggested Passages for Instruction

- Model _____
- Practice _____

Introduce the Comprehension Skill

Use the following details to introduce and describe the comprehension skill.

- Readers generate questions to make sense of texts. Questions help readers focus, find deeper meaning, and clarify information.
- Ask questions to engage. Be curious about the topic. Guess what will happen.
- Ask questions to clarify. Ask about unfamiliar words. Ask about confusing details.
- Ask questions to challenge. Question details that are hard to believe.
- Encourage students to ask questions before, during, and after reading.

Model the Comprehension Skill

- Read the first half of the passage aloud, modeling fluent reading.
- Think aloud before, during, and after asking questions that make you engage, clarify, or challenge.

-
- Use the language frames below to help generate questions and discussion.
-

Practice the Comprehension Skill

- Have students read the passage.
- Have students record questions they have before, during, and after reading.
- Encourage students to use the language frames below. _____
- Discuss in small groups which questions were asked and answered or remained unanswered.

Reflect

Come together as a group. Have students discuss when this skill is used and why readers need to ask questions throughout reading.

Language Frames for Establishing Purpose for Reading

I wonder (if, when, how, why) _____ . (Engage)

What does the author mean by _____ ? (Clarify)

How can it be true that _____ ? (Challenge)



Name: _____ Date: _____

A Frog's Life

Directions: Read *A Frog's Life*. Then, choose the best answer for each question. You can use the text to help you.

1. By organizing this article in time order, the author is able to —

- A show the steps in the cycle
 - B describe what frogs eat
 - C compare the size of frogs and tadpoles
-

2. The author wrote this article to show —

- A why frogs are good pets
 - B pictures of frogs
 - C the life cycle of a frog
-

3. The arrows in the pictures show —

- A the purpose of the tadpoles
 - B the order of the cycle
 - C how frogs live in ponds
-

4. Read this sentence.

Then the cycle starts again.

What does the word starts mean?

- A begins
- B ends
- C hatches



A Frog's Life

A mother frog lives in a pond. She is ready to lay eggs. She lays eggs in the water. Each egg can become a frog. When the eggs hatch, tadpoles come out. A tadpole looks like a little fish. The tadpole grows. It looks like a fish with two legs! Then it grows two more legs. Now it has four legs. It looks more like a frog. Each young frog becomes an adult frog. Then the cycle starts again.



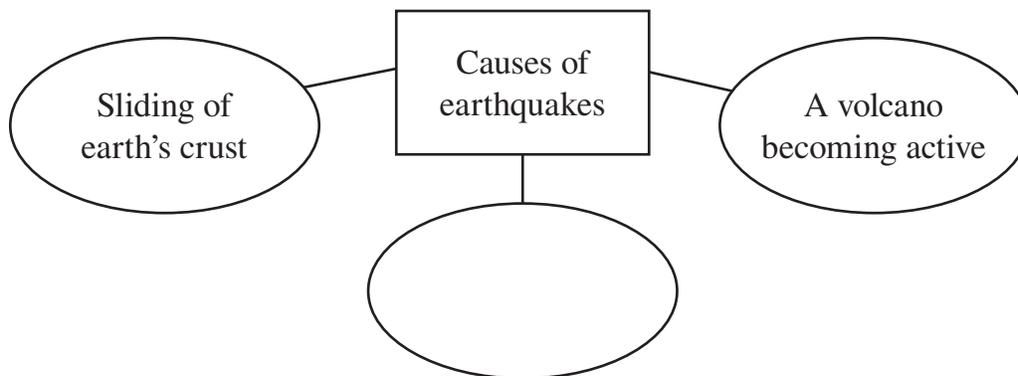
Name: _____

Date: _____

Earthquakes

Directions: Read the selection and choose the best answer to each question. Then, fill in the answer on your answer document.

1. Look at the diagram.



Which of these best completes the diagram?

- A heat waves radiating
- B water rippling
- C humans setting off explosions
- D hot weather
-
2. According to the information in the selection, faults may cause —
- A repeated earthquakes in that area
- B bending of Earth's crust
- C a volcano to erupt
- D very little damage
-
3. Paragraph 4 is important because it provides information about —
- A how an earthquake can affect the ocean
- B why Alaska survived the 1964 earthquake
- C what causes crust movement
- D the types of earthquakes



Name: _____ Date: _____

Earthquakes (cont.)

4. The author organizes this article by —
- A providing solutions for places where earthquakes occur
 - B describing damage earthquakes can do
 - C listing ways to prevent an earthquake
 - D explaining how earthquakes happen
-
5. The graphic labeled “Seismic waves” describes which detail from the selection?
- A *a volcano may become active*
 - B *Earth’s crust may slide*
 - C *humans may set off an explosion*
 - D *damage resulting from the crust sliding*
-
6. What is the most likely reason the author included the bottom photograph with the selection?
- A to show how many lives were changed because of the earthquake
 - B to show examples of different seismic waves
 - C to show the effort it takes to rebuild after an earthquake
 - D to show the damage the earthquake did to these homes
-
7. In paragraph 2, the word ripples means —
- A a type of ice cream with wavy lines
 - B waves of energy
 - C a small wave on the surface of the water
 - D smooth, straight waves



Name: _____ Date: _____

Earthquakes (cont.)

8. Read the following information about the origin of the word intense.

from the Latin *intensus* meaning “strained”

This information helps the reader know that the word intense in paragraph 2 means —

- A honest
- B extreme
- C irregular
- D calm

Earthquakes

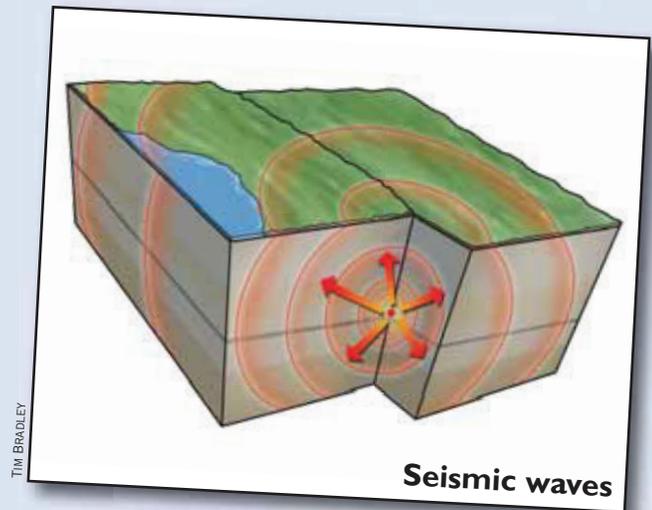
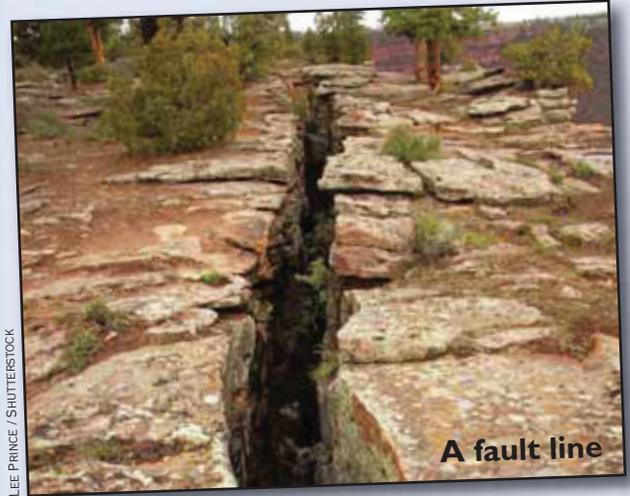
LESSON 11

When Earth's crust moves and the ground shakes, it is called an earthquake. It can be caused in many ways: Earth's crust may slide, a volcano may become active, or humans may set off an explosion. Earthquakes that cause the most damage result from the crust sliding.

At first, the crust may bend because of pushing forces. When the pushing becomes too intense, the crust snaps and shifts. Shifting creates waves of energy that extend in all directions. These are like the ripples you see when a stone is dropped in water. These are called *seismic waves*. The waves travel out from the center of the earthquake. Sometimes people can hear these waves because they make the whole planet ring like a bell. It is both awesome and frightening to hear this sound!

The crust movement can leave a crack, or fault, in the land. Geologists—scientists who study Earth's surface—say that earthquakes often happen where there are old faults. Wherever there are faults in the crust, it is weaker. This means that earthquakes may happen again and again in that area.

When earthquakes happen under the ocean floor, they sometimes cause huge sea waves. There was an earthquake near Alaska in 1964. Its giant waves caused more damage to some towns than the earthquake did. Some of the waves raced across the ocean in the other direction to the coasts of Japan.





Name: _____ Date: _____

What's in the Trash?

Directions: Read the selection and choose the best answer to each question. Then, fill in the answer on your answer document.

1. Paragraph 2 is mainly about —
 - A how the United States compares to other countries
 - B the process for recycling waste
 - C the different types of trash categories
 - D why the United States produces so much trash

.....
2. Which detail from the selection expresses a central idea?
 - A *The average American creates four pounds of solid trash per day.*
 - B *The United States leads the way.*
 - C *The United States has only about five percent of the world's population.*
 - D *The graph below shows the main categories of garbage.*

.....
3. Which idea does the information in paragraph 1 support?
 - A The U.S. economy suffers because of trash production.
 - B A recycling effort needs to take place.
 - C Most Americans are not conscious of their trash production.
 - D Other countries produced less trash than the United States.

.....
4. How does the author organize the selection?
 - A by contrasting trash production in the United States with that of other countries and then providing solutions to remedy the problem
 - B by explaining how trash is recycled in the United States and then describing efforts to improve the process
 - C by providing facts and statistics and then supporting them with a chart
 - D by summarizing the main problem and then explaining how it affects the world



Name: _____ Date: _____

What's in the Trash? (cont.)

5. Based on the selection, the reader can conclude that —
- A the United States has fewer recycling plants than other countries
 - B other countries work harder to reduce trash production
 - C the United States spends more money building landfills than other countries
 - D U.S. trash production is not comparable to other countries of its size
-
6. Which of these ideas is reinforced throughout the selection?
- A The United States produces too much waste.
 - B Recycling is a necessary process.
 - C Large countries typically produce more trash.
 - D The United States has a large population.
-
7. The chart is included in the selection most likely to —
- A explain how trash is sorted
 - B illustrate the categories of trash
 - C emphasize the importance of recycling
 - D demonstrate the process for eliminating paper waste
-
8. Which word(s) from the selection helps the reader understand the meaning of the phrase “thrown out” in paragraph 2?
- A *tons*
 - B *population*
 - C *four pounds*
 - D *garbage*



Name: _____ Date: _____

What's in the Trash? (cont.)

9. Read the dictionary entry below.

trash \trash\ *n*

1. foolish or pointless ideas; nonsense 2. literary material of poor quality
3. anything useless or discarded; rubbish 4. a disreputable person
-

Which definition best matches the way the word trash is used in paragraph 3?

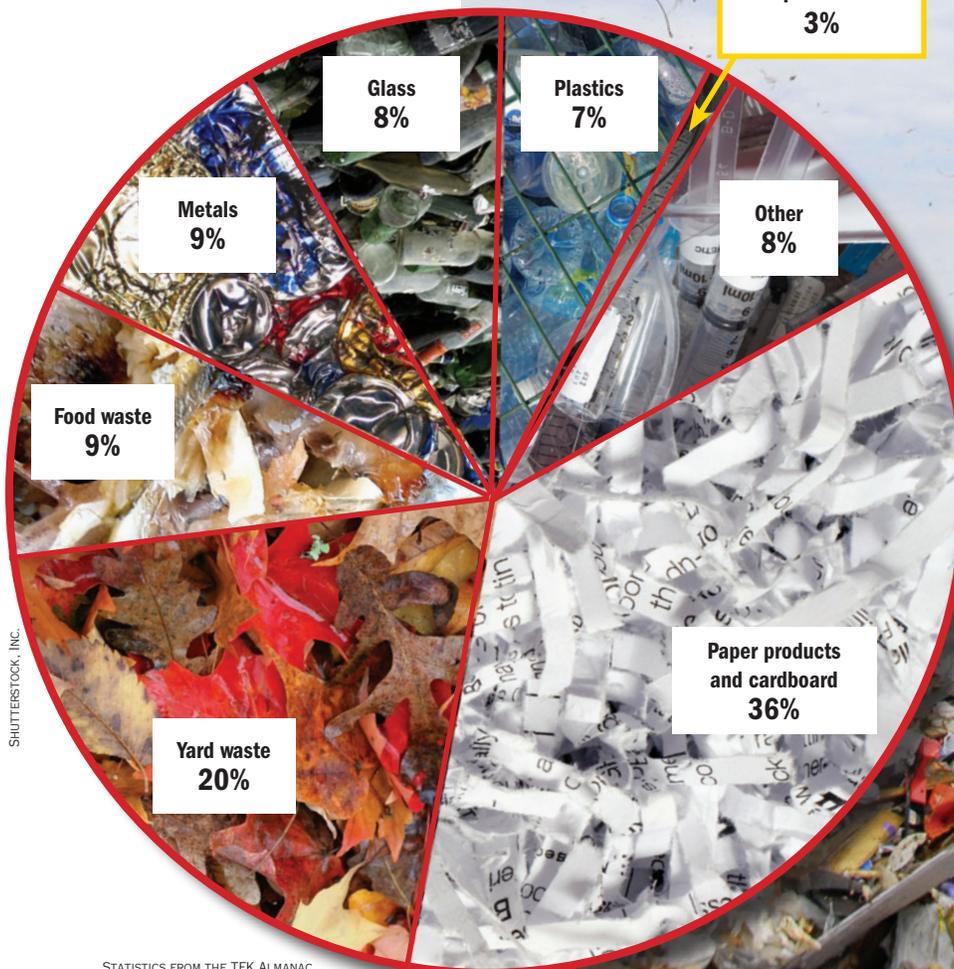
- A Definition 1
B Definition 2
C Definition 3
D Definition 4
-
10. What does the word average mean in paragraph 1?
- A A rating; arithmetic mean
B A set of quantities
C Typical or common
D To show an average

WHAT'S IN THE TRASH?

The **average** American creates four pounds of **solid** trash per day, which adds up to 1,460 pounds (662.3 kg) per year, per person!

The United States leads the way in the amount of garbage thrown out, creating **40 percent** of the world's trash. This is amazing because the United States has only about five percent of the world's population.

What is in all those tons of trash? The graph below shows the main **categories** of garbage in the United States every year.



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