

NONFICTION**43****Stage 3: Comprehension**

Directions: Read the passage. Then answer the questions on the next page.

Ice Swimmers

Lynne Cox and Lewis Pugh have something in common. They can both swim long distances in freezing water.

In 2002, Lynne Cox of southern California became the first person to swim over a mile in the freezing waters of Antarctica. During the summer, the water in the Antarctic is only about 32 degrees Fahrenheit. For most people, swimming in water that cold would mean death within a few minutes. But Lynne Cox is different. She has been swimming in cold water for years. Her body can endure the cold. It took 25 minutes for Lynne to reach her goal of swimming more than a mile.

Lewis Pugh is from Great Britain. He also is very good at swimming long distances in cold water. In the summer of 2005, Pugh swam in the Arctic Ocean north of Norway.

Both Pugh and Cox brave the waters wearing only a swimsuit, a bathing cap, and goggles. How do these people swim in the icy water?

Lynne Cox is a large woman. She has an even layer of fat all over her body. This fat protects her from the crippling cold. Somehow she is able to keep her body temperature stable in the cold water.

Pugh does not have the body fat of Cox. So how does he survive the cold water? One expert thinks that Pugh's body has simply gotten used to the cold water. Pugh trains in pools of water that contain ice chunks. He rides a stationary bike in a fish freezer.

Lewis Pugh set a new record when he swam the Antarctic waters in December, 2005. He became the first human to swim in the waters at both the North and South Poles.

NONFICTION**43****Stage 3: Comprehension (continued)**

Directions: Choose or write the answer to each question.

1. What is this passage mostly about?

2. What kind of nonfiction passage is this? Tell how you know.

3. The second paragraph present facts about _____.

- Ⓐ Lynne Cox's and Lewis Pugh's swimming in the Arctic
- Ⓑ Lynne Cox's even layer of fat
- Ⓒ Lynne Cox swimming a mile in the Antarctic Ocean
- Ⓓ the physical strength of long-distance swimmers

4. Write two facts about Lewis Pugh that are given in this passage.

Fact 1: _____

Fact 2: _____

5. Which sentence best explains why Lewis Pugh and Lynne Cox are unusual?

- Ⓐ Both have extra layers of body fat that most people do not have.
- Ⓑ They have trained themselves to survive long periods of time in cold weather.
- Ⓒ They swim in places that are filled with dangerous sharks and other creatures.
- Ⓓ Both swim long distances in icy water that would kill almost anyone else.

GENRE: NONFICTION**56****Stage 4: Comprehension**

Directions: Read the passage below. Then answer the questions on the next page.

Mural with a Message

Mrs. Johnson's fifth-grade class at Lincoln Elementary was working on an important project. Their mural drawing had been chosen to illustrate the theme "Kids Have a Place." The mural would be painted on the wall of the new Youth Center on Grove Street.

The kids divided their drawing into sections and drew a full-size copy of each section on huge pieces of paper. They assembled the pieces in the school gym to make sure everything fit properly, and then they took the sheets to the Youth Center. When they were satisfied that the drawing was right, they copied the picture, piece by piece, onto the wall. Working in teams after school, the kids took a month to complete the painting.

The finished mural was splendid! The design was like a solar system chart, with the sun in the center. Arranged around it like the planets were pictures of kids doing different activities, such as playing basketball or reading a book. Streaking like a comet across the bottom were the words "KIDS HAVE A PLACE," in bright red against the blue background.

Everyone admired the kids' accomplishment—or almost everyone, that is. Two days before the dedication ceremony, someone threw white paint at the mural, leaving a large blot.

Mrs. Johnson shook with anger as she told the class what had happened. The group walked in silence to the Youth Center. Soberly, they surveyed the damaged mural and wondered if it could be repaired. Then one student had an idea.

"Let's not cover it over," he suggested, and explained his idea. On the day of the dedication ceremony, the blot was still there. Added to it were the words "EVEN YOU!"

Mrs. Johnson explained, "The vandalism reminded the students that there are all kinds of kids in the world. They wanted to send the message that, while vandalism is not okay, every kid has a place at the Youth Center."

GENRE: NONFICTION

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Stage 4: Comprehension (continued)

Directions: Choose or write the answer to each question.

1. What is this passage mostly about?

2. What kind of passage is this? Tell how you know.

3. What happened to the mural after it was finished?

- ☐ A Someone took it off the wall.
- ☐ B Mrs. Johnson took it to the Youth Center.
- ☐ C Someone threw white paint at it.
- ☐ D Mrs. Johnson decided to paint over it.

4. Write two facts given in this passage.

Fact 1: _____

Fact 2: _____

5. What is the author trying to do in this passage?

- ☐ A tell about the fifth graders' mural
- ☐ B convince people to support the Youth Center
- ☐ C describe how to get to the Youth Center
- ☐ D persuade Mrs. Johnson to fix the spot on the mural