



Name _____

Instructions: Identify and list the important information from a section of the book in the *Important Information* boxes. Then use the information to create a summary in the *Summary* box.

Important Information	Important Information	Important Information	Important Information

MICROBES: FRIEND OR FOE? • LEVEL W • 1

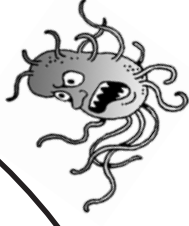
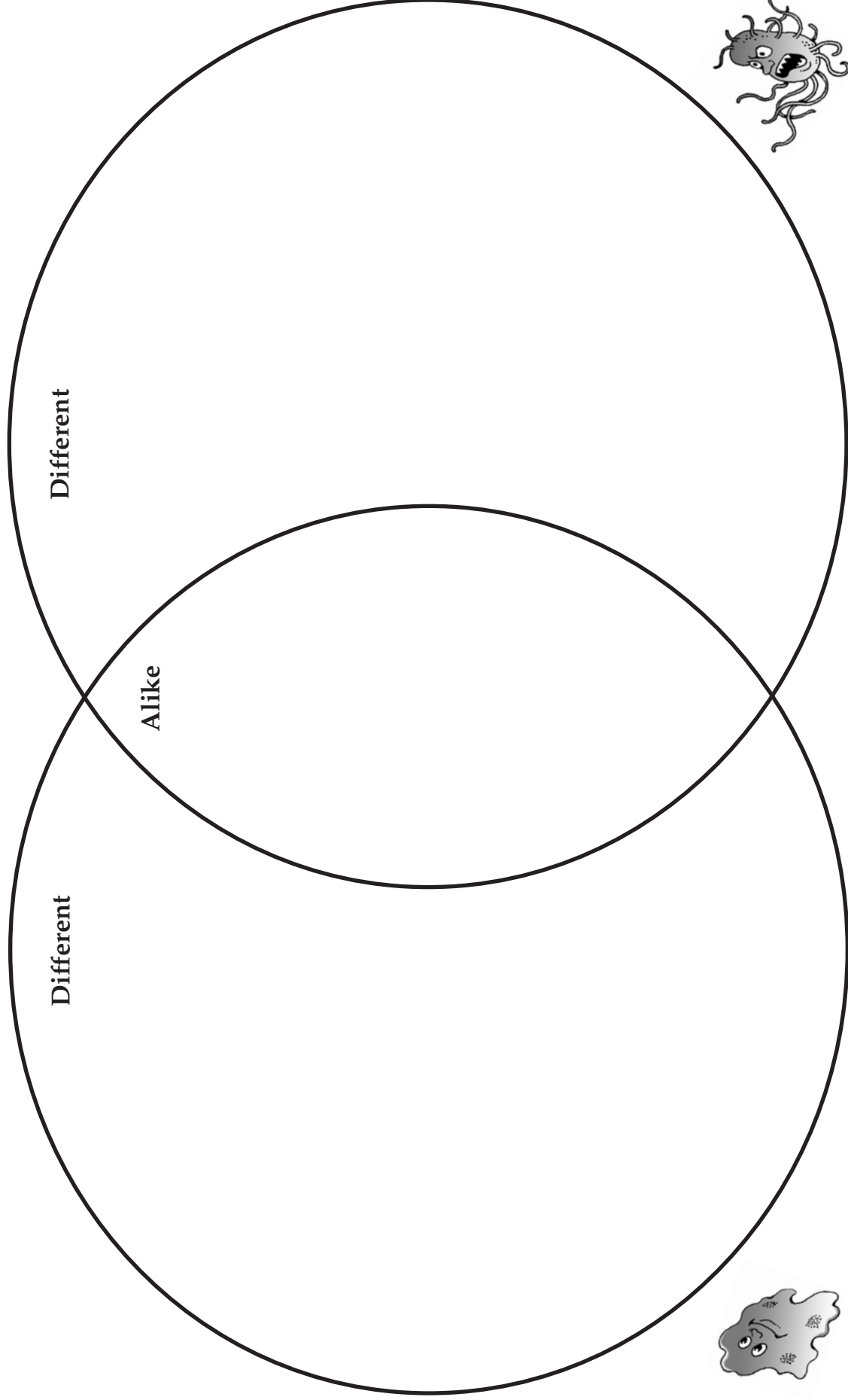
 Summary 

SKILL: SUMMARIZE

Name _____

Instructions: Use the information on pages 17 through 19 to compare and contrast vaccines and antibiotics. Write details that tell how vaccines and antibiotics are *different* in the outer circles. Write details that tell how they are *alike* where the circles overlap.

Topic: _____



Name _____

Instructions: Read the sentences below. In each sentence, find the comparative or superlative adjective and circle it. On the line, identify it by writing either *comparative* or *superlative*.

1. An antibiotic medicine kills most microbes, but the strongest often survive. _____
2. Children's and senior citizens' immune systems are weaker than those of healthy adults. _____
3. If a person stops taking antibiotics before finishing the full dose, the toughest microbes will live. _____
4. Scientists keep trying to produce new antibiotics to fight microbes that are stronger than others. _____
5. Smallpox was one of the deadliest diseases in the world at the time.

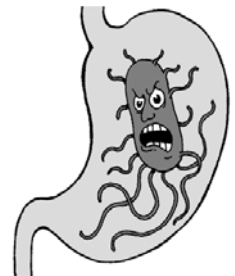
6. Tiny protozoa are the simplest animals in the world.

7. Viruses are even smaller than bacteria. _____
8. Some organisms larger than protozoa use the protozoa for food.

9. The microbes that survive will multiply and become even stronger microbes. _____
10. When the microbes that survive multiply, they will be deadlier than ever before. _____



MICROBES: FRIEND OR FOE? • LEVEL W • 3



SKILL: COMPARATIVE AND SUPERLATIVE ADJECTIVES

Name _____

Instructions: Use the words in the box to create compound words that complete the sentences below. Refer to the book, *Microbes: Friend or Foe?*, to determine if the compound words are joined, separated, or hyphenated.

blood	trouble	athlete's	pox	building
foot	single	out	chicken	ring
break	door	worm	letting	body
system	celled	knob	immune	making

1. George Washington's doctor did a treatment called _____.
2. Cells all have important _____ jobs to do.
3. We have natural defenses to keep out the _____ microbes.
4. The _____ knows the difference between good and bad microbes.
5. Bacteria are simple, _____ organisms.
6. The flu, _____, and the common cold are each caused by a virus.
7. _____ causes a wormlike, red ring to appear on the skin.
8. _____ attacks the bottom of the feet and area between the toes.
9. If a sick person touches a _____ after he or she blows his or her nose, the microbes stay behind.
10. When a small group of people in the same place gets the same disease, it is called an _____.