

Name \_\_\_\_\_

**Instructions:** Identify and list the important information from your small-group work in the question boxes below. Then use the information to create a summary in the *Summary* box.

**Who**

**What**

**When**

**Where**

Woods of Wonder • Level L • 1

**Why**

**Summary**

Skill: Summarize

Name \_\_\_\_\_

**Instructions:** Choose the correct verb for each sentence from the parentheses and write the word on the line.

- ① Some old-growth forests \_\_\_\_\_ only one type  
(has, have)  
of tree, while others have many.
- ② Many scientists \_\_\_\_\_ that an old-growth forest  
(think, thinks)  
must be at least 150 years old.
- ③ Giant redwoods and giant sequoias both \_\_\_\_\_  
(grow, grows)  
in California.
- ④ The Japanese serow \_\_\_\_\_ only found in  
(is, are)  
Shirakami-Sanchi forest.
- ⑤ Some old-growth forests \_\_\_\_\_ in danger.  
(is, are)
- ⑥ Humans can \_\_\_\_\_ these beautiful forests.  
(destroy, destroys)



Name \_\_\_\_\_

**Instructions:** Read each sentence below. Use a thesaurus to find a synonym for the underlined word in each sentence. Then rewrite the sentence on the line using the synonym.

① Young trees can grow in holes in the canopy.

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② California has many great national parks.

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③ Old-growth forests make up only a small part of the world.

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④ The forest is home to a rare kind of animal.

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⑤ Some scientists think that a few snow leopards still live in Russia.

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