

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 R • 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 Huge trees \_\_\_\_\_ overhead and block the sunlight.  
(tower, towers)
- ② Some old-growth forests \_\_\_\_\_ only one type of tree,  
while others have many. (has, have)
- ③ Many scientists \_\_\_\_\_ that an old-growth forest must be at  
least 150 years old. (agree, agrees)
- ④ This forest \_\_\_\_\_ a variety of tree species.  
(include, includes)
- ⑤ Giant redwoods and giant sequoias both \_\_\_\_\_ in California.  
(grow, grows)
- ⑥ The Japanese serow \_\_\_\_\_ only found in Shirakami-  
Sanchi forest. (is, are)
- ⑦ Some old-growth forests \_\_\_\_\_ in danger.  
(is, are)
- ⑧ Human actions \_\_\_\_\_ these delicate ecosystems.  
(destroy, destroys)



Name \_\_\_\_\_

**Instructions:** Add *-ing* suffix to the following root words. Then, on the line below each word, use the new word in a sentence.

**Example:**

stand → standing

She was **standing** on the sidewalk.

① interest \_\_\_\_\_

\_\_\_\_\_

② include \_\_\_\_\_

\_\_\_\_\_

③ study \_\_\_\_\_

\_\_\_\_\_

④ make \_\_\_\_\_

\_\_\_\_\_

⑤ sight \_\_\_\_\_

\_\_\_\_\_

⑥ work \_\_\_\_\_

\_\_\_\_\_