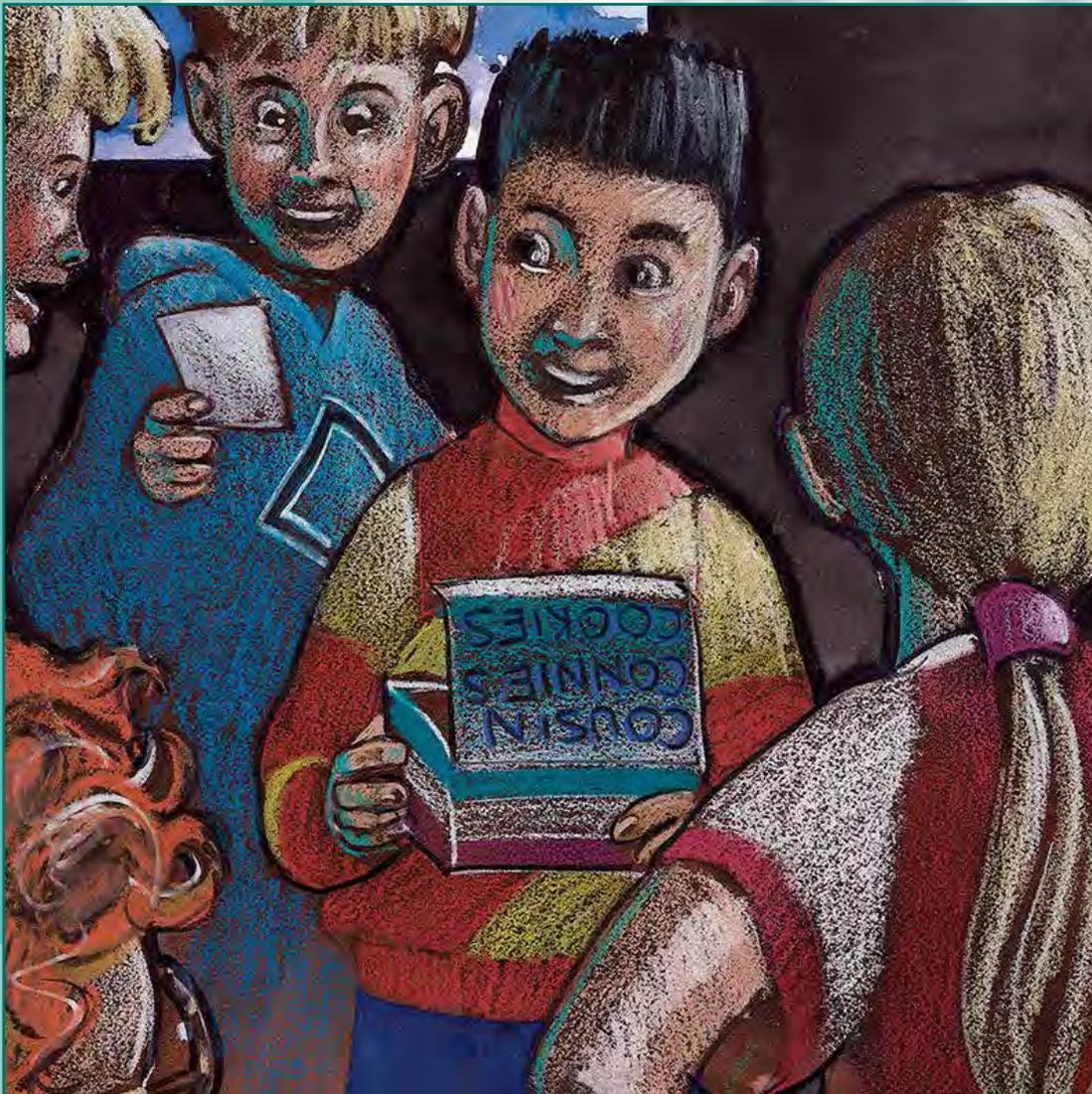




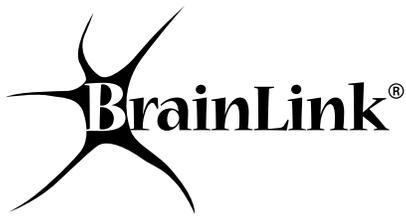
THE SENSORY SYSTEM

# THE READING LINK

for use with *The Cookie Crumbles* and *The Sensory System Teacher's Guide*



Baylor  
College of  
Medicine



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## BioEd<sup>SM</sup>

Teacher Resources from the Center for Educational Outreach at Baylor College of Medicine.

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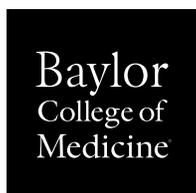
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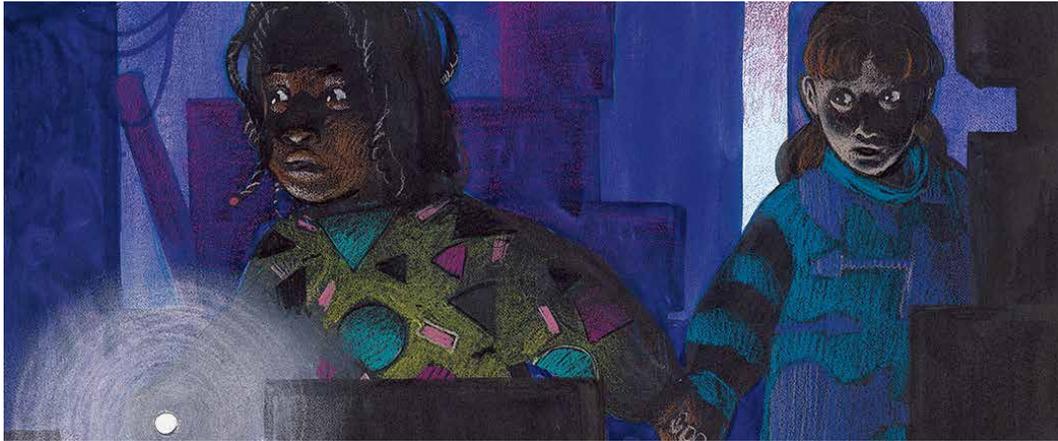
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# WORD MEANINGS



1. The words below from *The Cookie Crumbles* have more than one meaning. Look at the meanings for each word, and then decide which meaning is best for each of the sentences following. Write the number of the correct meaning next to the sentence.

## **roll**

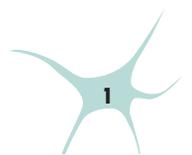
1. to move forward on a surface by turning over and over
2. to wrap around on itself; shape into a ball
3. a continuous, rapid beating sound
4. a list of names of the people in a group
5. a small, round piece of baked bread-dough

- \_\_\_\_\_ To be sure that everyone was there, Shiloh called the **roll**.
- \_\_\_\_\_ Isley I **rolled** all the way down the hill.
- \_\_\_\_\_ This bakery doesn't make bread or **rolls**, only cookies.
- \_\_\_\_\_ Lakeisha saves pieces of string and **rolls** them into a big ball.
- \_\_\_\_\_ B.J.'s tapping on the table top sounded like the **roll** of a drum.

## **mint**

1. a plant whose leaves often are used to flavor foods
2. a food or candy flavored with mint extract
3. a place where coins are made
4. unmarred; in perfect condition as if it were new

- \_\_\_\_\_ Shiloh carried a package of **mints** in her pocket.
- \_\_\_\_\_ The baseball card was in **mint** condition!
- \_\_\_\_\_ Max's mother grows **mint** in her garden.
- \_\_\_\_\_ Kyle learned that United States **mints** are located in Philadelphia, PA; Denver, CO; San Francisco, CA; and West Point, NY.



# WORD MEANINGS

(CONTINUED)



2. Here are definitions of some words used in *The Cookie Crumbles*. Write a sentence using each word as it is defined. Your sentences should tell something about the story.
- a. **rehabilitation** — the process of restoring the ability to do something
  - b. **receptor** (sensory) — a cell or group of cells that receive stimuli from outside the body; a sense organ
  - c. **sense** — to become aware of
  - d. **analysis** — close examination; breaking information into small parts and then putting them together for better understanding
  - e. **vibration** — very rapid back-and-forth movement
  - f. **counterfeit** — to make a copy or imitation of something genuine

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

\_\_\_\_\_

d. \_\_\_\_\_

\_\_\_\_\_

e. \_\_\_\_\_

\_\_\_\_\_

f. \_\_\_\_\_

\_\_\_\_\_



# WORD MEANINGS

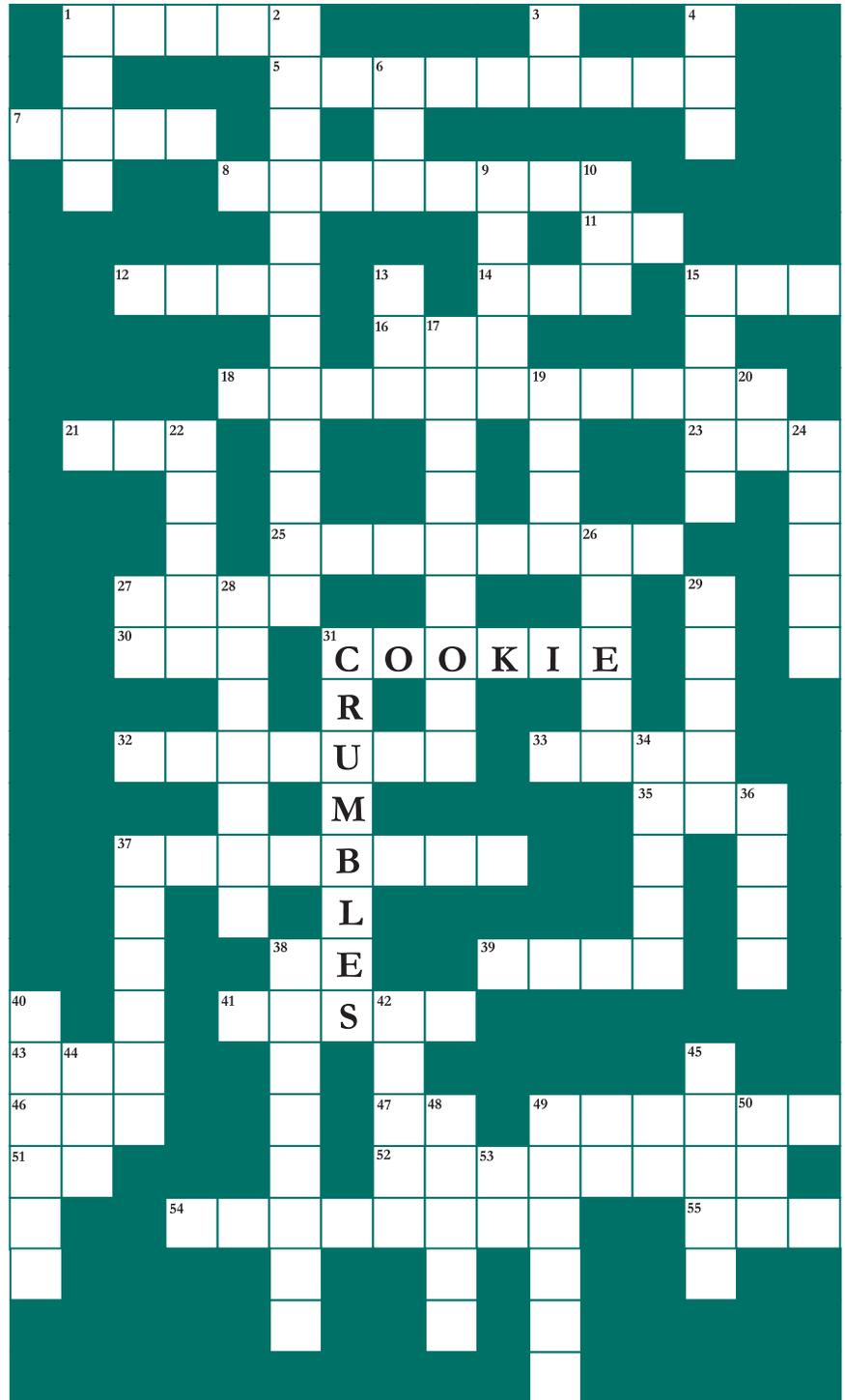
(CONTINUED)



3. Complete *The Cookie Crumbles* crossword puzzle (continued on page 4)

## ACROSS

1. Sensory information is put together in the \_\_\_\_\_.
5. Shiloh is one of the Neuro-\_\_\_\_\_.
7. Body organ used in the sense of touch
8. Lakeisha's last name
11. What Kyle said when Isley I hit him in the face
12. Children (slang)
14. A sensation of extreme temperature
15. When you use your visual sense, you \_\_\_\_\_.
16. I am; you \_\_\_\_\_.
18. A combination of sweet and bitter tastes
21. Good friend; buddy
23. Much; for example, a \_\_\_\_\_ of fun
25. Lakeisha played chess against her hand-held \_\_\_\_\_.
27. Body part used in the sense of smell
30. A single thing
31. Cousin Connie's \_\_\_\_\_ Company
32. Cells of the same kind, joined for a specific job (plural)
33. NeuroExplorer who holds club meetings in his basement
35. Body organ used in the sense of sight
37. Part of the brain that is important for thinking
38. To live; exist
39. Where cookies are baked
41. The senses of smell and \_\_\_\_\_ often work together.
43. When the NeuroExplorers \_\_\_\_\_ Josh's cookies, they discovered that the taste was odd.
46. The Brain's translator
47. Consonants in the words "to go"
49. Related to the sense of sight
51. Form of "a" that is used before words beginning with a vowel
52. A word The Brain uses for the sense of hearing



54. Josh ran right into \_\_\_\_\_ legs, and was caught.
55. The color of Cousin Connie's hair

(continued on page 4)



# WORD MEANINGS

(CONTINUED)



3. *The Cookie Crumbles* crossword puzzle (continued from page 3)

## DOWN

1. Method of cooking cookies
2. Study and knowledge about the brain and nervous system
3. Either one \_\_\_\_ the other
4. To question
6. Comic book word for the sound of a blow or explosion
9. Connie talked on the phone to the \_\_\_\_\_ Josh Kaval.
10. When The Brain drew his diagram, he made a large \_\_\_\_\_ to show the location of each sensory organ.
13. Mickey Mantle really knew how to swing a \_\_\_\_\_!
15. Dogs have a better sense of \_\_\_\_\_ than we do.
17. Sense organs are sensory \_\_\_\_\_.
19. We can taste sweet, sour, bitter and \_\_\_\_\_.
20. You give cookies \_\_\_\_ your friends.
22. Yellow fruit that tastes sour
24. Our fingers are useful for the sense of \_\_\_\_\_.
26. Each and \_\_\_\_\_ one.
27. Negative reply
28. Eyes, ears, nose, mouth and skin provide \_\_\_\_\_ input.
29. Name of the NeuroExplorer twins
31. Falls apart into little pieces
34. To gain knowledge or skill
36. To figure out where sounds are coming from, it helps to be able to hear with both \_\_\_\_\_.
37. Touch information is received in the sensory \_\_\_\_\_, across the top of the brain.
38. Sport played by Mickey Mantle
40. Josh had trouble with his right arm because of \_\_\_\_\_ on the left side of his brain.
42. When they entered the old house, they found themselves in \_\_\_\_\_ darkness.
44. A color lighter than brown
45. To move quickly
48. To show the way; lead
49. The sense of \_\_\_\_\_ is dependent upon the eyes.
50. An old-fashioned way of saying "yes" (Pirates often said it.)
53. A, B, C, \_\_\_\_\_, \_\_\_\_\_



# VOCABULARY: EMBEDDED SENTENCES



1. Sometimes we can figure out the meaning of new words by seeing how they are used in a sentence. Find the following words, used by The Brain in *The Cookie Crumbles*, and see if you can tell what they mean. Use a dictionary or other resource to check the definitions.

**prudent**, page 7

**endeavor**, page 8

**illicit**, page 30

**consensus**, page 11

**alacrity**, page 28

**sluething**, page 34

2. Now complete the following “embedded sentences,” using the same words. Embedded sentences have two parts: 1) a **dependent clause** with the vocabulary word surrounded by, or embedded within, other words; and 2) an *independent clause* that you will create, using your knowledge of what the vocabulary word means, to make a sensible statement.



Example: **Because the 1952 baseball card was in mint condition, *Isley I knew that it must be worth a lot of money.***

- a. As soon as the NeuroExplorers had reached a **consensus** about visiting Cousin Connie’s Cookie Company,

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- b. Although The Brain usually was **prudent** about his activities,

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- c. Since Max was skillful in his constant **endeavor** to translate The Brain’s words,

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- d. When their **illicit** entry into the Cookie Company was discovered,

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- e. Because of Josh’s **alacrity** in scooting out the open door,

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- f. Although each team was successful in **sluething** for some clues,

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# MAIN IDEA / SUMMARY OF A SELECTION



## MAIN IDEA

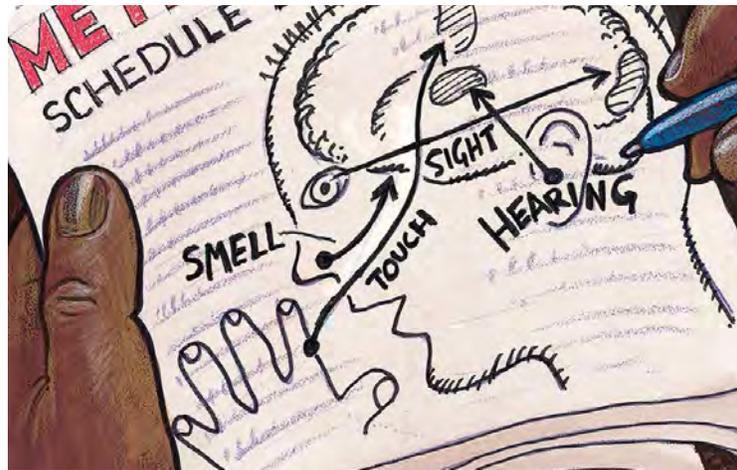
In the story, *The Cookie Crumbles*, there are nine “science boxes” that provide information about the brain and nervous system (pages 3, 4, 6, 8, 16, 18, 19, 23, 26). Look at the boxes on pages 3, 4, 6 and 8. Choose the sentence from each science box that states the main idea of that box (1st, 2nd, last, etc.) and write it on the line below.

Science box, page 3: The main idea is in the \_\_\_\_\_ sentence.

Science box, page 4: The main idea is in the \_\_\_\_\_ sentence.

Science box, page 6: The main idea is in the \_\_\_\_\_ sentence.

Science box, page 8: The main idea is in the \_\_\_\_\_ sentence.



## SUMMARY OF A SELECTION

Re-read the chapter called “Everyone Needs a Brain” on pages 15–17. In this chapter, the NeuroExplorers figure out a complicated plan for solving a mystery. Describe their plan in 40 words or less.

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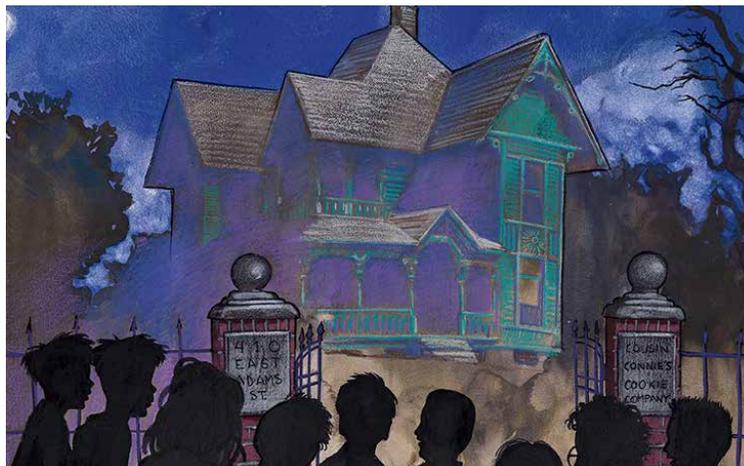
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# DETAILS AND SUPPORTING IDEAS



1. Giving as many details as you can, describe the house in which Cousin Connie's Cookie Company is located.

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2. Describe the woman who opened the door.

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3. Which senses did the Isley twins use in Cousin Connie's kitchen?

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4. What clues did the Isleys discover about the cookies? Name as many as you can.

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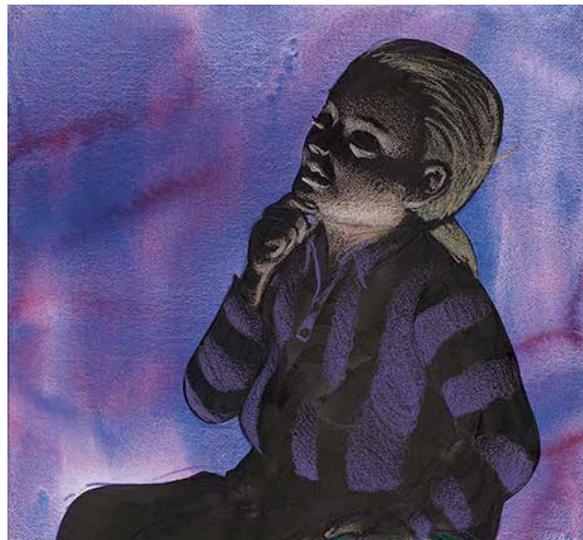


# SEQUENCE OF EVENTS



1. Read the chapters about the NeuroExplorers' search for clues on pages 17–28. Find the event below that happened **last**. Write **4** next to it. Then number the order (**1–3**) in which the other events happened.

- \_\_\_\_\_ Lakeisha and B.J. stumbled upon paper, ink and sheets of plastic.
- \_\_\_\_\_ The Brain and Max found out that there's probably another Josh Kaval.
- \_\_\_\_\_ The Isley twins discovered ink, oil and bad-tasting cookies.
- \_\_\_\_\_ Josh and Kyle heard footsteps—it was Charlie!



2. After you have read the whole story, number the order in which the following events took place.

- \_\_\_\_\_ Shiloh was grabbed while making a phone call.
- \_\_\_\_\_ Isley I got excited about a Mickey Mantle rookie baseball card.
- \_\_\_\_\_ The NeuroExplorers explained that they had used their senses to find clues, and that Shiloh's brain had put all the clues together.
- \_\_\_\_\_ Josh brought cookies to his first NeuroExplorers Club meeting.
- \_\_\_\_\_ The NeuroExplorers hurried to get out of a thunderstorm.



# CAUSE AND EFFECT



1. When the NeuroExplorers approached the large woman to ask if her company could make them some brain-shaped cookies, what was the result? What effect did that have on the NeuroExplorers?

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2. Why did a baseball card in a box of cookies arouse suspicion? What did the NeuroExplorers do as a result, and what was the ultimate effect of their actions?

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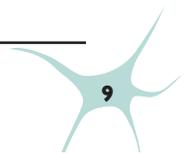
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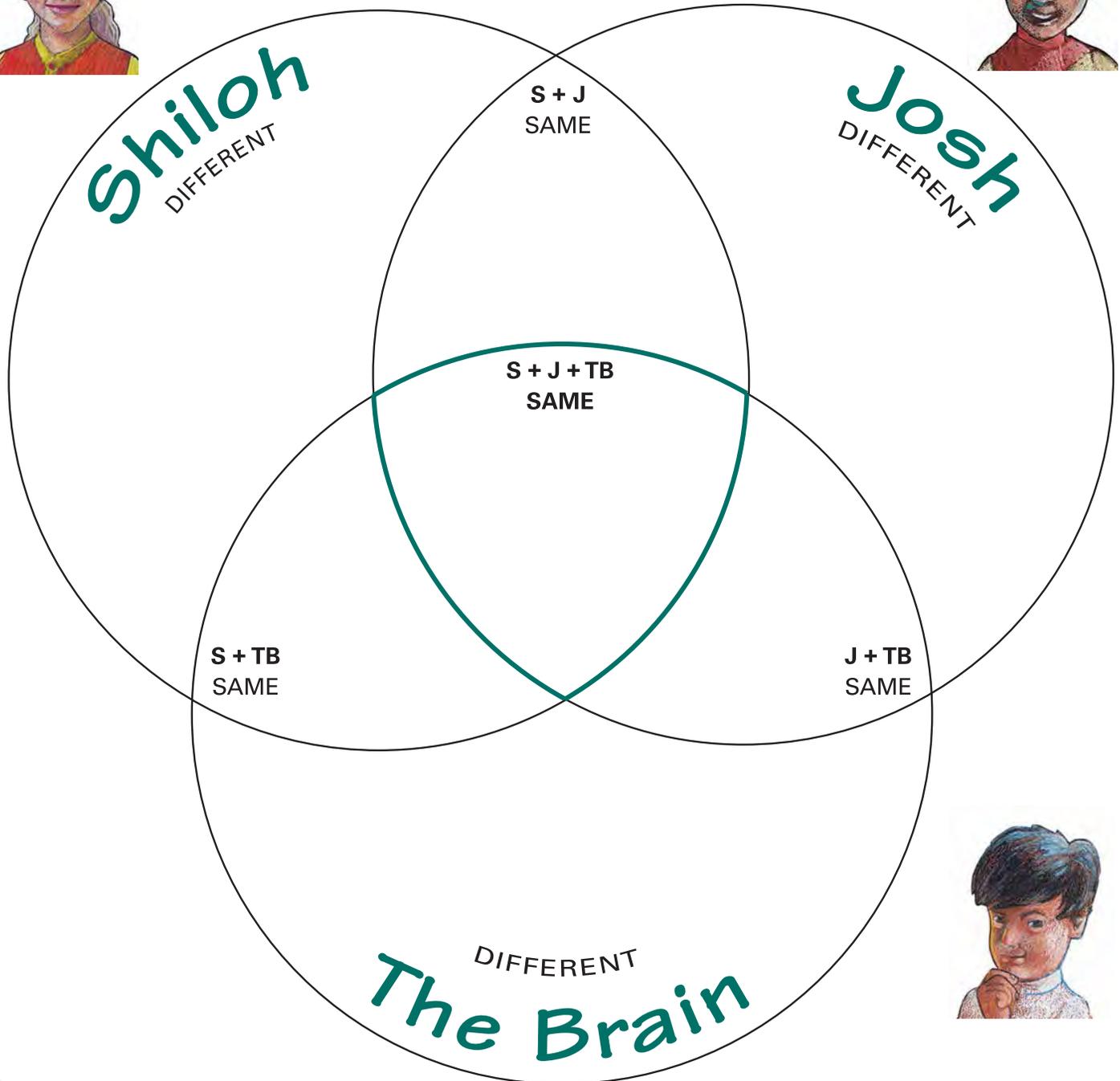
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# COMPARING AND CONTRASTING



Compare Shiloh, Max and The Brain. Write some of their characteristics in the circles. Write characteristics shared by two or all three of them in the sections that overlap. Are they more alike or more different from each other?





# GENERALIZATIONS/DRAWING CONCLUSIONS

(CONTINUED)



3. Re-read “Dark Voices” on pages 12 and 13. Which of the following conclusions can be reached with the information given on those pages? Fill in the circle by each statement that you think is correct.

- The Isley twins are frightened in the darkness.
- Connie hates kids.
- Connie and Charlie are running a mail-order business.
- In order to sell more cookies, Connie and Charlie are trying to improve their baking techniques.
- Connie and Charlie have something to hide.
- The NeuroExplorers couldn't hear the conversation.
- Connie and Charlie know the NeuroExplorers are in the house.

# YOU BE THE JUDGE



Pretend that one of the characters from the book is on trial. This character may have committed a serious crime or may be accused of being mean, selfish, lazy, silly, etc. For instance, Isley II might be accused of “not paying attention.”

Choose a character, fill in his or her “crime,” and write down all of the evidence you can find. (Sometimes it’s fun to use one of the good guys!)



**Name of the accused:** \_\_\_\_\_

**Crime:** \_\_\_\_\_

**Evidence:**

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

**VERDICT:** \_\_\_\_\_ **Guilty**

\_\_\_\_\_ **Not Guilty**

(Your signature) \_\_\_\_\_

**JUDGE**  
**Master of Details, Fact-opinion,**  
**Cause-effect, Inferences and**  
**Conclusions**

# THINKING ABOUT WHAT I READ



**Make a Double Entry Journal.** Choose a passage from this story that you find especially interesting or wonder about, or that reminds you of something you have experienced. Copy the passage on the left side of your journal or notebook page. Then write your thoughts on the right-hand side. Journal entries can be done every day and then brought to discussion groups or shared with the whole class.

## Example

Other possible topics for your journal entries are listed below.

What I Read (quote), page 10	What I Think (lead-in)
"Thunder boomed in the distance. The eyes squinted and pulled away, as if they were being . . .	This character reminds me of Mrs. Whatsit from "A Wrinkle In Time," because she was strange looking and eccentric, saying she was blown off course by a hurricane.
A large woman loomed over them."	This woman . . .

- a. This character reminds me of myself because . . .
- b. I wonder what this means . . .
- c. This scene reminds me of a similar scene in \_\_\_\_\_ because . . .
- d. I think this setting is important because . . .
- e. I think the relationship between \_\_\_\_\_ and \_\_\_\_\_ is interesting because . . .
- f. This situation reminds me of a similar situation in my own life. It happened when . . .
- g. Here's what I thought would happen next . . .
- h. I'm confused about . . .
- i. A question I would like to ask these characters right now is . . .
- j. This part is realistic/unrealistic because . . .



