

Summer



Practice



SHCS ACE Summer Program Prizes Entering 2nd – 6th Grades

Our top students will earn rewards for each component of the ACE Summer Program. Prizes will go to the following students:

Category:

Prize:

Top Achievers in each class:

Ice Cream Party

- Khan Academy - most lessons completed
- AR - highest % of goal
- Work Packets - Most work completed

#3 Achiever in Lower School

\$5 gift certificate for the SHBC Bookstore

#2 Achiever in Lower School

\$10 gift certificate for the SHBC Bookstore

#1 Achiever in Lower School

\$15 gift certificate for the SHBC Bookstore

Will you achieve excellence this summer?



Sheridan Hills Christian School ACE Summer Program Entering 2nd through 6th Grade

Welcome to the Sheridan Hills Christian School's **Academic Challenge for Excellence** program. Google "summer learning loss," "summer brain drain," or "summer slide", and you will come across thousands of articles and websites discussing how students can lose 2-3 months of learning if they are not mentally engaged over the summer months! Not only is there a loss of learning; but when students return to school, they often take 4-5 weeks to re-engage and get up to speed with concepts they have mastered previously.

After a challenging 15 months during the pandemic, we want to ensure that our students do not lose any additional learning time and are ready for the 2021-2022 school year. Our desire at SHCS is to partner with your family during the summer months in order to prepare students for a quick start to a strong academic year at each grade level. All children entering 2nd through 6th Grade at SHCS will participate in this program. To encourage participation, students will receive grades upon their return to school in August based on their participation. **Students can earn additional rewards by exceeding the required assignments or by being the top performer in their class.** Children that do not fully engage in this program may find themselves struggling to keep up with the academic pace.

There are four components for success in our ACE Summer Program:

1. **Weekly scripture and devotional:** Developing the discipline of regular devotions and Bible study is critical to our growth in character and faith. **Complete summer devotions/readings.** Take time throughout the week to read the bible together and discuss how it relates to your family. You may even pick a verse together to memorize for the week. Jump in and see where God leads your family! Google "Focus on the Family" or "Keys for Kids" to find many online daily devotions for families.
2. ****Summer Work Packet:** The Summer Work Packets contain daily assigned work in math, reading, and writing. Students should complete the worksheets each day to receive full credit.
3. ****Summer AR Goals:** The Summer AR Goal is a personal reading challenge. Students will receive a grade in August based on the percentage of their goal achieved. They can also earn rewards for surpassing their goal, so have some fun!
4. ****Khan Academy:** Khan Academy assignments have been tailored to each student's needs. Students will receive a grade based on the number of assignments completed. They may also earn rewards for going above and beyond!

****REQUIRED FOR GRADES AND PRIZES!**

SHCS Summer ACE *Fifth Grade Level* Suggested Reading/Book List

Reading is important for all students and practicing their skills throughout the summer is important to their success in fifth grade and beyond. Students should begin to enjoy the pleasure of reading by this age as well as understand its necessity for living life to the fullest! Skill practice is important in many areas and reading is no exception. Students should be reading a minimum of 20-30 minutes a day in the summer. Here is a list of popular books for fifth grade students. Be sure your child chooses books on their skill level – not too easy, not too difficult. (See AR lists on arbookfind.com if needed). After reading the book, students should take the AR quiz to get points.

<u>Title</u>	<u>Author</u>
A Series of Unfortunate Events	Lemony Snicket
A Wrinkle in Time	L'Engle
Anne Frank, The Diary of a Young Girl	Anne Frank
Dear Mr. Henshaw	and other books by Beverly Cleary
Dolphin Diaries: Into the Blue Series	Ben Baglio
From the Mixed-up Files of Mrs. Basil E. Frankweiler	E. L. Konigsburg
Great Illustrated Classics Series	
Haunted Waters	Jerry Jenkins
Heidi	Johanna Spyri
Here Where the Sunbeams are Green	Helen Phillips
In the Year of the Boar and Jackie Robinson	Bette Bao Lord
Island of the Blue Dolphins	Scott O'Dell
James and the Giant Peach	Roald Dahl
Keepers of the School Series	and other books by Andrew Clements
Landry News, Lunch Money	Andrew Clements
McGraw! Beware of Dog Series	Bob Balaban
My Side of the Mountain	Jean Craighead George
Nancy Drew Series	Carolyn Keene
Number the Stars	Lois Lowry
Old Yeller	Fred Gipson
Peak	Roland Smith
Percy Jackson and the Olympians Series	Rick Riordan
Surviving the Applewhites	Stephanie Tolan
The BFG, Matilda	Roald Dahl
The Black Stallion	W. Farley
The Cay	Theodore Taylor
The Chronicles of Narnia Series	C.S. Lewis
The Hardy Boy Series	Franklin Dixon
The Heroes of Olympus Series	Rick Riordan
The Indian in the Cupboard Series	Lynn Banks
The Mysterious Benedict Society Series	Trenton Lee Stewart
The Runaway Dolls Series	Ann Martin
The School Story, The Report Card	Andrew Clements
The Spiderwick Chronicles Series	Tony DiTerlizzi
The Trumpet of the Swans	E. B. White
The View from Saturday	E. L. Konigsburg
The Wind in the Willow	Kenneth Grahame
Thunderbird Spirit	Sigmund Brouwer
Tuck Everlasting	Natalie Babbitt
Turtle in Paradise	Jennifer Holm

***Please feel free to choose some of your child's favorite books to read! Have a wonderful summer!**

SHCS Summer Reading Instructions

1. Go to <https://global-zone08.renaissance-go.com/welcomeportal/64337>. You can also find the Accelerated Reader login by navigating to the Parent / Student Login page on our school website.
2. Login using the information provided below:
 - Username: _____
 - Password: _____
 - Book Level Range: _____
3. Students should read daily. See the grade level book lists for daily reading goals. Our weekly schedule sets aside time each Friday to take an AR test.
4. Important notes:
 - **Integrity:** Students should take the AR tests independently. If the book was read to the student - please check the appropriate box to indicate this.
 - **Rigor/Challenge:** Students must choose books at their reading level. Please see the range listed above and choose books within that range.
 - **Due date:** The challenge begins the last day of school in May and ends the day before school starts in August. AR goals will be checked on the first day of school.
 - **Grading:** Students will receive a reading grade in August based on the percentage of their reading goal earned. For example, a student achieving 95% of their AR points will receive a 95% for the reading grade in August.
 - **Achieve 100% or more of your goal and get rewarded!**

<u>% of Goal</u>	<u>Award(s)</u>
100%	Certificate of Achievement/No Homework Coupon
101 - 120%	Eat Lunch Outside Coupon
121 - 140%	Extra Recess Coupon
141 - 160%	Dress Down Coupon
> 160%	Bring Your Device to School Coupon

*All of the prizes and awards listed above are cumulative at each level.

Note: Students, all books read should be at or above your grade level. A fourth or fifth grader should not be reading picture books. They may raise your total points, but what you learn is minimal. **Rise to the challenge!*

SHCS Khan Academy Math Instructions

Entering 2nd - 6th Grades

1. Go to www.khanacademy.org
2. Login using the information provided below:
 - Username: _____
 - Password: _____
3. Students should work through the assigned tasks. You will find videos which teach/explain each concept and then provide practice problems. Assigned tasks have been personalized by your child's teacher and are designed to prepare them for the 2021-2022 school year. Please note that Khan Academy is not our platform and SHCS does not control the content of questions - we are only able to choose the math topics.
4. Important notes:
 - **Integrity:** Students must complete ALL work on their own. For best results, work should be paced over the entire summer. Should it become clear that the work is not the student's own, then the assignments will not be counted.
 - **Online only:** All work is submitted online. There is nothing to print and nothing to turn in.
 - **Due date:** To receive credit, work must be completed in Khan Academy BEFORE the first day of school.
 - **Grading:** Students are expected to complete 32 graded assignments. This represents one graded assignment Monday - Thursday for 8 weeks this summer. They will receive a grade based on the percentage of those 32 assignments completed. **Please note - all lessons must be passed with a 90% or higher to be counted.**
 - **Example 1:** You complete 32 graded assignments. $32/32 = 100\%$
 - **Example 2:** You complete 20 graded assignments. $25/32 = 78\%$
 - **Example 3:** You completed 0 graded assignments. $0/32 = 0\%$
 - **Complete 32 or more lessons and get rewarded!**
 - 32 - 40 lessons completed: No Homework Coupon
 - 41 - 50 lessons completed: Eat Lunch Outside Coupon
 - 51 - 60 lessons completed: Extra Recess Coupon
 - 60 - 70 lessons completed: Dress Down Coupon
 - More than 70 lessons completed: Bring Your Device to School Coupon

Week One



Summer Practice

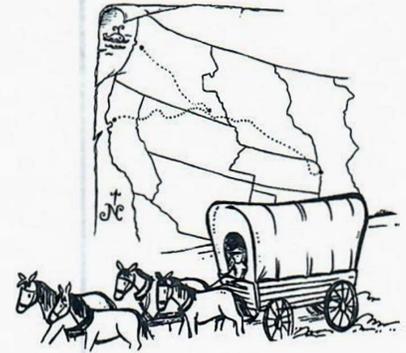
Name _____

An Oregon Trail Diary

Monday, April 11 1852: after months of planing and waiting the day is almost here! the wagons are almost loded and our journey to oregon will finally began this week. Today, I helped mother pack all the things we will need. for cooking on the trail. Everything fits in a heavy sturdy woodin box that Father built the front of the box folds down on hinges and he turns into a shelf where mother can work.



- commas
- names of people



MONDAY

WEEK 1

friday April, 15 1852: Amy and me is going to sleep in the wagon tonight we will leave before daylight. mother and father have almost finnished packing the wagon. i am going to bring this journal with me but father says I may choose only one toy to bring? It is not really difficult to deside because Amanda my rag doll is my most special toy. Grandmother made him for me



- commas
- names of people

TUESDAY

WEEK 1

Name _____

monday may 2 1852: We are camped on the banks of the missouri river. It is the biggest river i has ever seen! we will cross it tomorrow. First, all the wagons that arrived before us must take there turns. I was afraid of the crossing when i first saw the river but now that Ive watched other wagons float across on the ferryboats. I think we will make it just fine. im glad that we will not cross in no stormy weather



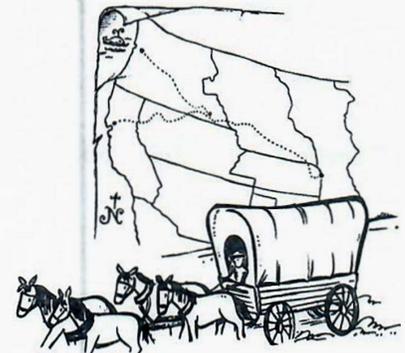
- commas
- spelling

WEDNESDAY**WEEK 1**

tuesday may 17 1852: I have not groan tired of looking at this prairie. no matter where I look there are flowers blooming among the wild waving grass. Amy and i picked a bunch for mother when they stoped for our midday meal. I will press some of the bright-yellow goldenrod here between the pages of this journal. this will save a little bit of the bright sunny prairie along with my memories of the oregon trail.



- commas

**THURSDAY****WEEK 1**

Name _____ Date _____

Read the passages.

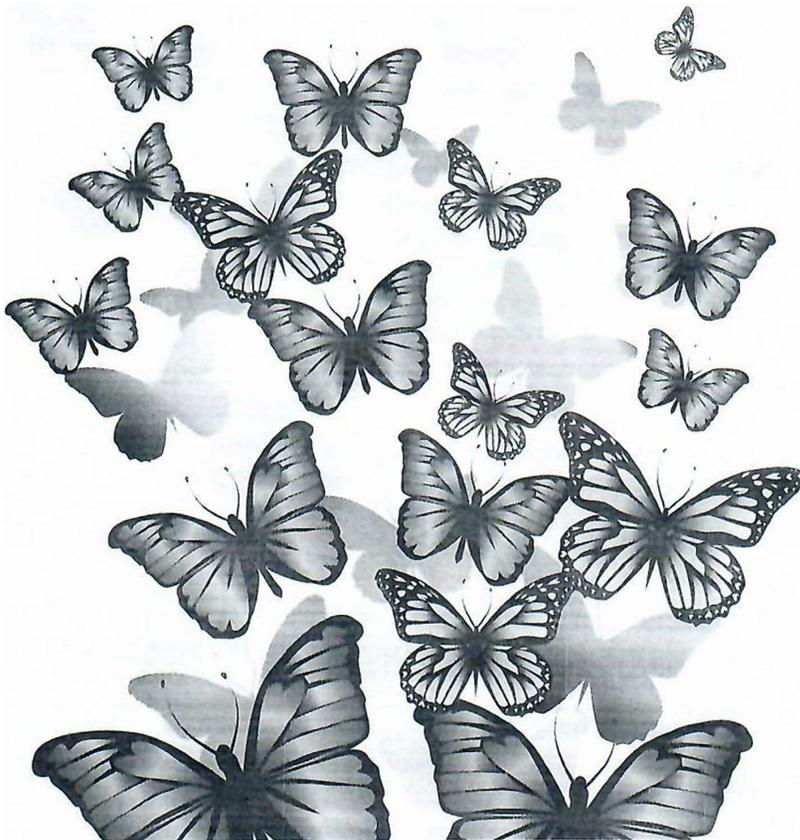
How Butterflies Came to Be (Native American myth)

1. It was a sunny summer day, and the Creator was watching the children of the village as they played. They ran and laughed and sang.
2. Yet the Creator's heart was heavy, thinking of the children getting older as the seasons passed. They would forget their games and grow serious with responsibility just as the trees and flowers fade in the winter cold.
3. The Creator was distracted by the sunlight and shadows dancing on the ground and by a yellow leaf lifted by the wind. The sky was bright blue and the cornmeal the women were grinding was pure white.
4. He felt better. *I'll make something with these colors, he thought. It will lift my heart and make the children smile.*
5. The Creator had a special bag for gathering such things. He put in blue from the sky, orange from the sun, white from the cornmeal, and black from the shadows. He added green from the pine needles and purple and red from the flowers. Then he added the songs of the birds.
6. "Come here, children," he said. "I have something for you. It is a surprise. Open it."
7. He gave one of the children the bag and waited. The girl opened the bag and out flew hundreds of colorful butterflies, fluttering around the children's heads and tasting the nectar of the flowers.
8. The children could not stop smiling and laughing. They had never seen anything so beautiful.

(continued)

(continued)

9. Then the butterflies began to sing, and the children danced in delight. But soon a songbird flew down and perched on the Creator's shoulder.
10. "You told us these songs were ours, one for each bird," he scolded. "And now you've given them to these silly butterflies of yours. Isn't it enough that they have all the colors of the rainbow?"
11. The Creator agreed. "I did make each bird a special song, and the songs belong to you. I'm sorry."
12. So he took away the songs and the butterflies were silent, as they are to this day. But they are beautiful even so.



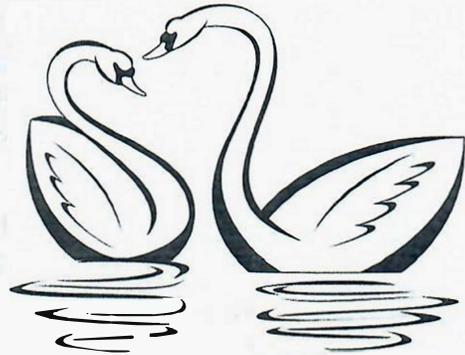
(continue to next passage)

Name _____ Date _____

(continued)

Why Swans Are White (Norse myth)

1. A long time ago, the land of Asgard was the home of gods. In this land grew a special tree known as Yggdrasil, the tree of the world. It was the biggest and best of all trees. Its branches extended throughout the world and far into the sky.
2. Next to the tree was a glorious hall where three goddesses known as the Norns lived. These goddesses were the most powerful beings in the world. It was their job to decide the fate of each of the gods. They did this while sitting in the shade under Yggdrasil.
3. Beside the tree was the sacred well of Urd, from which the Norns took water to pour on Yggdrasil's branches to keep them healthy. They also coated the tree with sparkling sand from outside the well, making the tree shimmer with beauty.
4. Later, the gods arrived to sit beside the special tree and hold their court. They ruled the people of Earth. Just as the Norns decided the gods' fate, the gods decided the fate of human beings. As they discussed the fate of each person, the gods drank the water from the well of Urd. This water was the purest ever to exist and was meant only for the goddesses and gods of Asgard.
5. Then one day, after the Norns had returned to their hall and the gods had gone away, two swans flew by. They dropped down from the sky and landed next to the well of Urd. Thirsty because their journey had been long, the swans drank from the sacred pool.
6. Immediately, their dark and stained feathers were transformed by the pureness of the water. When they gazed upon each other, they were amazed to see that their feathers were now bright white.
7. Forever after and still today, all the descendants of the swans have been as white as new snow.



Name _____ Date _____



Opinion/Argument Prompt

Which myth did you enjoy more? Why? Support your opinion with reasons from "How Butterflies Came to Be" and "Why Swans Are White."

Rock On!

How are the various types of rock climbing different from one another?

People have always climbed mountains, either to hunt wild animals that lived there or to find good grazing for their domestic animals. Today, people mostly climb for excitement, adventure, and even competition.

² There are three basic types of climbing: alpine climbing, ice climbing, and rock climbing. The first two are done on mountains and use teams of people to get to the top. Sometimes, alpine and ice climbing can take days to complete. Rock climbers, however, are more concerned with the physical part of climbing and will find a rock face or cliff anywhere they can, even if it is indoors!

³ There are two kinds of rock climbing. Free climbing is when a person uses only his or her hands and feet to ascend the cliff or rock wall. Ropes are still used as a safety precaution in case the climber slips, but the ropes cannot be used in any other way. The climber wedges his or her fingers into cracks and holes, or grabs onto rocks that stick out. Free climbers use all of their muscles to ascend the wall. To keep their hands dry, climbers apply gymnasts' chalk and wear athletic tape to ensure a firm grip. They also wear special shoes that have sticky rubber soles.

⁴ The other type of climbing is aid climbing. In this type of climb, the person can use a variety of different tools. Ropes are still used for safety, but now they can also be used to help pull the climber up. For long climbs, there is even a sling that can be brought along so that the climber can sit and rest.

⁵ Before a new climber tries scaling the side of a steep, rocky cliff or wall, he or she needs to practice somewhere safe. One method is called *bouldering*. Climbers find a site where large rocks are available close to the ground. They can practice their maneuvers without worrying about falling

a great distance. Another great place for practicing is at an indoor rock-climbing facility.

⁶ Rock climbing competitions are usually held at these indoor spaces as well. One kind of race is all about speed. Two identical walls are set up next to each other, and the climbers simply race to the top.

⁷ The other type of competition is more about decision making. Each competitor is given the same amount of time to climb the same wall, and whoever gets to the highest point wins. The climber must decide which path is best to get to the top. Sometimes, the climber starts off in one direction only to find out that it leads to a dead end. The climber must then climb back down and try a different path. The competitors do not get to watch each other climb. Otherwise, they would see each other's mistakes and have an unfair advantage.



1. Check the sentence that best states the main idea of paragraph 2.

_____ Alpine climbing, ice climbing, and rock climbing are the three main types of climbing.

_____ Alpine and ice climbing are usually done in teams.

_____ Rock climbers look for walls or cliffs to climb almost anywhere.

Write **F** before the sentences that are facts. Write **O** before the sentences that are opinions.

2. _____ Free climbers use chalk and tape to keep their hands dry.

3. _____ People who enjoy rock climbing are adventurous and brave.

4. _____ Bouldering is one way new climbers can practice somewhere safe.

5. _____ In aid climbing, a person can use different types of tools.

6. _____ Rock climbing competitions are very interesting to watch.

7. Why do you think rock climbing competitions are usually held indoors?

8. How are people's reasons for climbing today different than they were in the past?

9. Explain what bouldering is.

Forehead in the Sky

Why would a person risk his or her life to climb to the top of the highest mountain on Earth?

¹ Today, mountain climbing and rock climbing are popular "extreme sports." Mount Everest in the Himalayan Mountains is the ultimate test of a climber's skill and courage. But Mount Everest is not just any mountain. Believed to be the highest mountain in the world, Mount Everest rises 29,035 feet into the sky. In fact, it is getting taller all the time! Scientists have discovered that due to geological forces, Mount Everest is gaining a few millimeters in height every year.

² The conditions on Mount Everest are some of the most extreme in the world. January is the coldest month on the mountain. Temperatures average about -33°F but can drop to -76°F. During the warmest month, July, temperatures still only average -2°F. In addition to frigid temperatures, the weather on Mount Everest is also often unpredictable. Massive blizzards can suddenly blow in and completely obstruct vision. In the middle of winter, gusts of wind can reach more than 170 miles per hour. These winds are considered hurricane force!

³ Many people cannot understand why anyone would choose to climb a mountain in such dangerous conditions. But humans have always loved a chance to test themselves against the elements of nature. The people who choose to climb mountains love the challenge and the thrill of accomplishing such an amazing feat.

⁴ On a historic day in 1953, Edmund Hillary and Tenzing Norgay became the first people to reach the summit of Mount Everest. Hillary was an explorer from New Zealand, and Norgay was his Sherpa porter. The Sherpas are the mountain people of Nepal. They are often hired as guides and porters by foreign explorers. At the time of their expedition, Norgay was an experienced climber of Mount Everest, though he had never reached the summit.

⁵ Hillary and Norgay were not the first people to attempt to climb Mount Everest. Many others before them had tried and failed to conquer the enormous mountain. Some even lost their lives in snowstorms or avalanches. It was a combination of skill, luck, determination, and courage that allowed Hillary and Norgay to succeed where others before them had not. Both men received honors for their accomplishment. Hillary was knighted, and Norgay received the highest award a civilian, or someone not in the military, could receive.

⁶ Since Hillary and Norgay's famous journey, many other adventurous people have made the dangerous climb up Mount Everest. More than 4,000 people have attempted to climb Mount Everest, and more than 240 have died. Something is so intriguing about Mount Everest that people are still willing to risk their lives to climb it. Maybe that's because it's the highest mountain in the world—a mountain the Nepali people call *Sagarmatha*, or *Forehead in the Sky*.



1. On the lines below, write one sentence from the selection that shows the author was trying to persuade you that climbing Mount Everest is a dangerous goal.

Circle the word that best completes each sentence below.

2. The height of Mount Everest is _____ slightly every year.

decreasing increasing moving

3. Every year, many people _____ to reach the summit of the mountain.

regret pretend attempt

4. The _____ of an avalanche is always on the minds of the climbers.

threat awareness belief

5. In paragraph 5, what does *civilian* mean?

6. Explain how the title is related to the selection.

7. Why do so many people attempt to climb Everest in spite of the danger?

8. Is there any dangerous activity you'd be willing to try? Why or why not?

Talking in Code

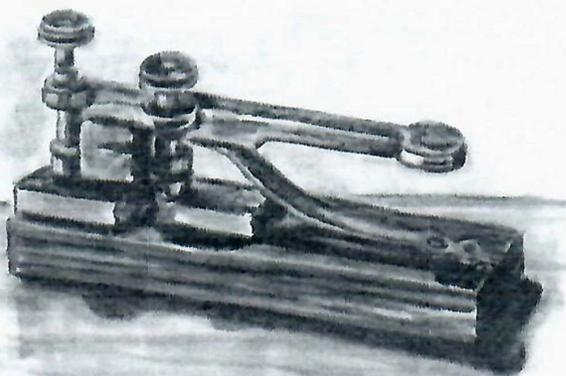
Have you ever talked to friends using a secret code?

¹ Before telephones came along, most people communicated over long distances by mail. However, another invention came just before the telephone that allowed long-distance messages to be sent just as quickly; the electrical telegraph. It was not able to transmit actual spoken words, but the telegraph could send coded signals along an electrical wire. These signals, called *Morse code* after one of the inventors of the telegraph, were then translated back into words at the receiving end.

² Samuel Morse, a famous artist in the early 1800s, was also interested in electricity, one of the newest discoveries of that time. During the 1830s, Morse worked with another inventor, Alfred Vail, to develop a way of using electricity for communication.

³ They devised a simple system in which electricity was used to create short and long sounds that would travel through wires. These two sounds could be grouped in different ways to symbolize letters, numbers, and punctuation marks. For instance, three short sounds, or dots, would equal the letter *s*, and three long sounds, or dashes, would equal the letter *o*. The words *Morse code* would look like this when using the dot and dash system:

— — — — · · · · · · · — · · · — — · · · ·
M O R S E C O D E



⁴ On May 24, 1844, Morse and Vail sent their first long-distance message. It was transmitted from Baltimore, Maryland, and received in Washington, D.C. This demonstration was a breakthrough for communication technology and caused telegraph wires to be run across the nation.

⁵ As more and more cities were connected with electrical wires, people were able to communicate instantly over great distances. Telegraph operators became very important people in the community because they were trained to write and translate Morse code messages. Using only dots, dashes, and pauses in between, the operator could tap out a message. The operator at the other end would interpret the signals and translate them back into written words.

⁶ Morse code is a versatile method of communication. Messages can be sent in Morse code using sound, light, and even radio signals. In fact, Morse code has been used for more than 160 years, longer than any other code in history. Although the military and other government agencies no longer use it, amateur radio operators still regularly communicate with Morse code. One of the main reasons is that dot and dash signals can be understood even when a signal is very weak due to interference or distance.

⁷ Another reason is that Morse code allows people who speak different languages to communicate. Many words and phrases in Morse code are abbreviated, similar to the way you might use shorthand like *LOL* (laughing out loud) or *BTW* (by the way) when you are online. For example, *CUL* stands for “see you later” and *TU* stands for “thank you.” People from many different cultures learn these codes, regardless of their native language. All of a sudden, they have a common language to talk to the world!

Write **F** before the sentences that are facts. Write **O** before the sentences that are opinions.

1. ____ Messages can be sent in Morse code using sound, light, and radio signals.
2. ____ Morse code allows people who speak different languages to communicate.
3. ____ More people should learn to use Morse code today.
4. ____ On May 24, 1844, Morse and Vail sent their first long-distance message.
5. ____ Morse code is a simple system to learn.
6. On the lines below, write the words *come see* in Morse code using the information from the selection.

7. In paragraph 7, what does the word *abbreviated* mean?

8. You can send messages in Morse code using sound, _____, or radio signals.
9. In paragraph 6, the author says that Morse code is a versatile method of communication. What support does he or she give for this statement?

Week Two



Summer Practice

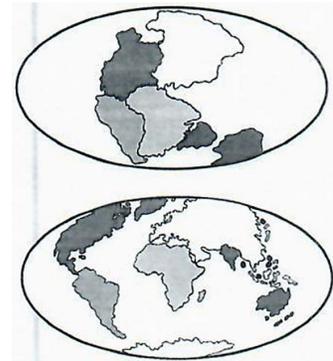
Name _____

Earth on the Move

People have been making discoveries about Earth for as long as humans have lived here. Sometimes, people have to let go of their old-fashioned widely accepted beliefs before they can accept new ideas. For example, many people in the late 1400s believed that Earth was flat. Some people were not convinced that Earth was round until ships made it safely all the way around the world.



- spelling



MONDAY

WEEK 2

For many years, people who studied maps of the world saw something interesting. They noticed that the shapes of some of the continents seemed to match. It looked like they were shaped to fit together, just like puzzle pieces. In the early 1800s an explorer found rocks in South America that looked like rocks in Africa. Scientists have found several other similarities between the two continents.



- verb tense

TUESDAY

WEEK 2

Name _____

In the early 1900s a man named Alfred Wegener noticed something interesting. Wegener studied the mountain ranges of South America and Africa. He fit the two continents together as if they were puzzle pieces. He saw that the mountain ranges lined up. Wegener believed that these continents had once been one continuous solid mass of land that had broken apart.



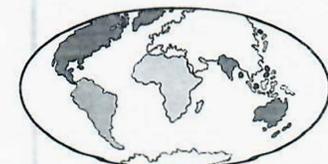
- commas

WEDNESDAY**WEEK 27**

When Wegener died in 1930, scientists did not yet accept his ideas. They did not believe that Earth's continents had ever been joined in unfamiliar, differently shaped masses. In the 1960s, scientists had new information that proved Wegener's ideas were correct. They learned that Earth is made up of huge masses of rock called plates. When the plates move, the continents on top of the plates move, too.



- commas
- apostrophes

**THURSDAY****WEEK 2**

Read the passage below.

Jacques Cousteau

1. Jacques-Yves Cousteau dedicated his life to helping people learn about the sea. He was born in a small village in France on June 11, 1910. Cousteau was a sickly child, but his parents insisted that he learn how to swim at a young age. Little did they realize how important this would be to Cousteau—and the world—later in his life!
2. As he grew up, Cousteau was not a good student. However, he was smart and quite curious about things that interested him. For example, as a teenager, he took apart a movie camera because he wanted to know how it worked.
3. In 1933, Cousteau was nearly killed in a car accident. To recover from his injuries, he started to swim in the Mediterranean Sea each day. A friend lent him a pair of goggles so he could get a closer look at the sea creatures. Cousteau began to study sea life very closely at this time.
4. During World War II, Cousteau met an engineer named Emile Gagnan. Emile was also interested in the sea. Because they wanted to study life underwater, Cousteau and Gagnan worked on a system that would allow them to stay under the water for longer times. Their first “aqua-lung” device was a success.
5. Around this time, Cousteau also helped develop a camera that worked underwater. These two inventions helped Cousteau to film his first two documentaries, or fact-based films, about the sea.
6. In 1950, Cousteau turned a British sea vessel into a research ship and named it the *Calypso*. Working with the National Geographic Society, Cousteau used the *Calypso* to film several more films about the sea.



(continued)

Name _____ Date _____

(continued)

7. His television series, *The Undersea World of Jacques Cousteau*, was launched in 1968. This program ran for nine years and helped millions of people learn a great deal about marine life.
8. Through his work, Cousteau began to see how human activity was hurting the oceans. He became an environmental activist, a person who raises awareness about issues that harm the environment.
9. Over the next few decades, Cousteau wrote several books and made many films. He worked hard to get his message about the oceans to as many people as possible. He founded the Cousteau Society in 1973 to raise money and awareness all around the world.
10. In January 1996, the *Calypso* was accidentally destroyed when it was hit by a larger ship. Cousteau began raising funds to build a new ship. Before he could make that happen, he died unexpectedly on June 25, 1997. He was 87 years old. The world was saddened by his death, but grateful for his many contributions to science.



Narrative Prompt

Write a journal entry Cousteau may have recorded after he met Emile Gagnan. Use facts from the passage.

The Search for Undersea Treasure

What happens to the treasures found in shipwrecks that are decades, or even centuries, old?

¹ Whenever a shipwreck is discovered, there are two different ways to think about the remains. Some people value the shipwreck for its financial worth. They are explorers who have spent a lot of their own time and money searching for the wreck. When they finally locate it, they believe that the ship and its contents should be theirs. These people are usually referred to as *treasure hunters*.

² Other people, however, see shipwrecks as a valuable opportunity to study history. For them, a ship lying at the bottom of the sea is a valuable snapshot of how citizens from past cultures lived and traveled. Maritime, or marine, archaeologists are the scientists who study underwater historical sites.

³ Both the treasure hunters and the archaeologists have a good point. Many shipwrecks are discovered because of the treasure hunters. They are motivated to spend personal resources on research and equipment because they might find gold, jewelry, and expensive antiques scattered across the ocean floor. After investing so much of their own money, it seems as though they have earned the right to collect the treasure.

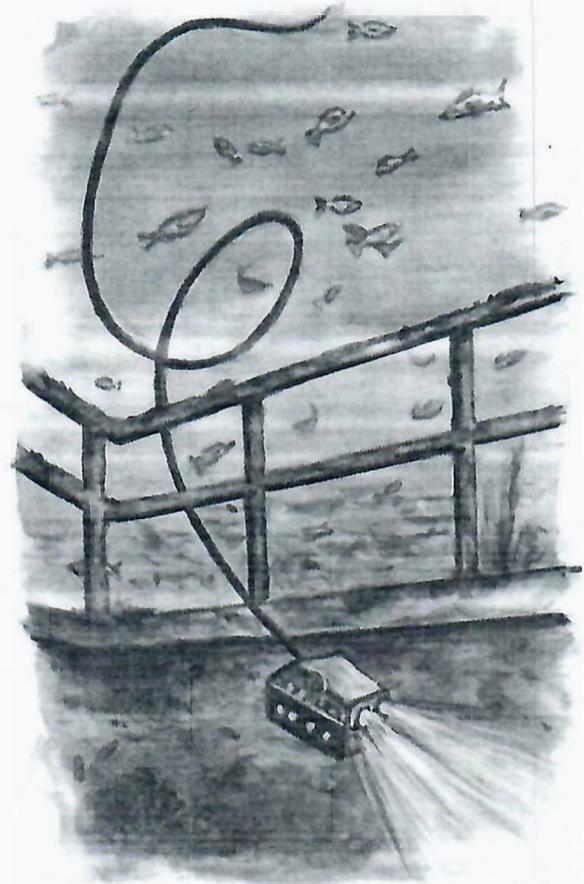
⁴ On the other hand, scientists argue that shipwreck sites are more valuable as historical artifacts that can benefit everyone. By studying these sites, they hope to have a better understanding of human history. They want to prevent treasure hunters from disturbing the sites and taking away the historical artifacts. This idea seems like a valid argument as well.

⁵ The solution to this dilemma has been for scientists and treasure hunters to compromise and even work together. Treasure hunters usually let scientists spend as much time as they need to study the wreck and its cargo. In return, scientists have

provided better equipment and resources for exploration.

⁶ One of the most important technologies for searching underwater is *sonar*. Sonar uses sound waves to “see” in the darkest depths of the ocean. Sound waves are projected through the water. When they run into something, they bounce back to receptors on the ship. The shape and size of objects underwater are determined by how long the waves take to return to the sonar equipment.

⁷ Robots are the latest tool to be used for finding shipwrecks. Because of the intense pressure found deep underwater, it is very difficult for humans to travel far below the surface. However, robots with cameras and sonar can be sent to incredible depths. JASON Jr. was the robot used by Dr. Robert Ballard to discover the *Titanic* at a depth of about 13,000 feet!



1. Check the phrase that best describes the author's purpose.

to inform

to persuade

to entertain

2. How are archaeologists and treasure hunters similar?

3. How are they different?

4. In the opinion of archaeologists, what is valuable about shipwrecks?

5. How have archaeologists and treasure hunters compromised?

6. In paragraph 6, the word *see* is set in quotation marks. What was the author's purpose for doing that?

Write **F** before the sentences that are facts. Write **O** before the sentences that are opinions.

7. Treasure hunters have the right to use the contents of a shipwreck in any way they like.

8. Dr. Robert Ballard discovered the *Titanic*.

9. Both the treasure hunters and the archaeologists have a good point.

10. Would you rather be a treasure hunter or marine archaeologist? Why?

An Unlikely Friendship

Have you ever observed two animals of different species form a friendship?

1 Have you ever heard of a friendship between a cat and mouse? An unlikely friendship developed between a domestic black cat named *Muschi*, which means *pussycat* in German, and an Asiatic shaggy black bear named *Maeuschen*, or *little mouse*. A relationship between these two creatures may seem even less likely than one between a cat and a real mouse. Yet *Muschi* and *Maeuschen* seem to live quite happily in *Maeuschen*'s cage at the Berlin Zoo in Germany.

2 No one is quite sure how the friendship first began. One day, zookeepers noticed the tiny black cat in the bear's outdoor pen. They were surprised to see how well the small cat seemed to get along with the half-ton bear. Because the two animals were living together peacefully, the zookeeper allowed the cat to stay in the bear's cage. The pair and their unusual friendship became a special attraction at the zoo.

3 After several years, the time came to build *Maeuschen* a new, larger cage. The bear was moved into temporary housing while the new cage was constructed. *Muschi* was not moved with her friend, and she made her displeasure quickly known. She paced back and forth outside *Maeuschen*'s temporary cage, crying to be let in. The zoo workers finally took pity on *Muschi* and allowed her to move back in with *Maeuschen*. The cat and bear happily cuddled together, and then went back to their normal routine of lying in the sun and sharing meals.

4 *Muschi* isn't the only cat to have made friends with an animal more than a hundred times her size. In 1972, psychologist Francine Patterson was teaching a gorilla named Koko how to communicate using American Sign Language. Koko loved listening to books about cats and seeing pictures or photographs of cats. For the gorilla's birthday, Patterson allowed Koko to choose a kitten as a pet.

5 You might think that a kitten would be terrified of such a large animal, but All Ball (as Koko named her kitten) seemed perfectly comfortable cradled in the gorilla's enormous hands. Koko was ecstatic to have a pet of her own and treated All Ball with gentleness and tenderness.

6 It seems that animals sometimes have their own ideas about who would make a good companion or friend. These ideas may come as a surprise to humans, who generally expect animals to form bonds with others of the same species. This doesn't appear to concern the animals, though, who just go about their business until the opportunity for a new, maybe very different, friend comes along.



Write the words from the selection that are homophones for the words below.

1. pear

Par. 2

2. billed

Par. 3

3. paste

Par. 3

4. fourth

Par. 3

5. What do *Muschi* and *Maeuschen* mean?

6. What is humorous about the names *Muschi* and *Maeuschen*?

7. Why were *Muschi* and *Maeuschen* separated?

8. How did Francine Patterson and Koko communicate with one another?

9. How did Koko treat All Ball?

10. Check the sentence that best states the main idea of the selection.

Koko showed a great deal of interest in stories about cats.

Some animals can occasionally form strong friendships with animals from other species.

Muschi and *Maeuschen* live at the Berlin Zoo in Berlin, Germany.

Australia's Giant Toads

How did cane toads get to Australia, and why do people see them as such a pest?

¹ Think about toads that you may have seen in the woods, on a hike, or at a zoo. How large do you think they were? Even the largest toads probably were not as big as the cane toad. This toad, native to South America and the Caribbean, can weigh as much as four pounds!

² In 1935, sugar cane farmers in Australia were having a problem with two types of beetles that were destroying their crops. About one hundred cane toads were shipped to Australia from Hawaii. People hoped the toads would be a solution to the problem. Unfortunately, things turned out very differently than they had anticipated. The cane toads quickly became a more annoying pest than the beetles had ever been.

³ There are several things that make the cane toad so unusual. First of all, the cane toad has almost no natural predators. If the cane toad feels threatened, it will secrete a poisonous liquid. This liquid can kill children and small animals. It can even blind an adult for several hours.

⁴ The cane toad is also poisonous in all stages of its life. Fish normally feed on the eggs of frogs and toads, but even the eggs of the cane toad are poisonous. Each pair of cane toads can produce more than 30,000 eggs each season. Because many of the eggs and tadpoles are able to mature, the cane toad population can grow very rapidly.

⁵ This is exactly what happened in Australia. Without any predators, there were suddenly thousands of cane toads in the Queensland area. People might have been more tolerant if the animals had been successful in getting rid of the sugar cane beetles. It turned out, however, that the cane toads did not have any effect on the beetles, which could easily fly out of harm's way.

⁶ The Australians are not quite sure how to get rid of cane toads. In fact, they continue to spread across the continent. Cane toads eat many types of Australian wildlife. They can also be dangerous to pets and children. Even so, not everyone in Australia hopes that the plans to rid the country of these animals will be successful. Some people even leave food in their backyards or adopt the giant toads as pets!



1. Do you think cane toads will continue to be a problem in Australia? Explain your answer.

2. Why were cane toads first brought to Australia?

3. Why are there so many cane toads in Australia if only one hundred or so were originally released?

4. Check the sentence that best states the main idea of the selection.

Cane toads can weigh as much as four pounds.

Cane toads do not have any natural predators in Australia.

Cane toads were brought to Australia to eat sugar cane beetles, but they ended up becoming a dangerous pest.

5. In paragraph 3, what does the word *secrete* mean?

6. Which has been a bigger problem—cane toads or sugar cane beetles? Why?

7. What do you think is a good solution to the cane toad problem?

Week Three



Summer Practice

Name _____

Atlantic Oil Spill Threatens Spanish Coast

La Coruña, Spain

November 19, 2002

The Prestige, a damaged oil tanker that was leaking fuel oil off the coast of Spain split in two and sank this morning. The tanker ran into trouble last week. During stormy seas off northwestern Spain the Prestige was carrying 77,000 tons of heavy fuel oil about 5,000 tons have already leaked out in an area known as the Coast of Death.



- names of ships



MONDAY

WEEK 3

The Spanish government took immediate action to protect the coastal area. Floating barriers were set up in an effort to save the rich fishing grounds. And delicate marine ecosystems that are at risk. The world community has been quick to respond to Spain's call for help. Clean-up experts from the Netherlands are working on the disaster. Special tugboats were needed to tow the ship away from the shoreline.

TUESDAY

WEEK 3

Name _____

the prestige had been towed about 70 miles out to sea before it shuddered split in two and sank today in atlantic waters that are over 2 miles deep. The ship still has some 72,000 tons of fuel oil. In its tanks. If the fuel leaks it could create the largest oil spill ever. The World Wildlife Fund a environmental group warned that oil from the Prestige would create a spill twice as large as Alaskas' 1989 disaster



- names of ships
- commas

WEDNESDAY**WEEK 3**

Expert's hope that the cold waters of the atlantic will cause the heavy fuel oil to thicken oil has never before been removed from tanks that have sink so deep in the sea. Special gear and salvage methods may have to be create to remove the fuel from the tanks? as experts search for solutions they fear that the many rare coral and fish species in this habitat mite never recover from the effects of a spill

**THURSDAY****WEEK 3**

Read the passage below.

Natural Mimics

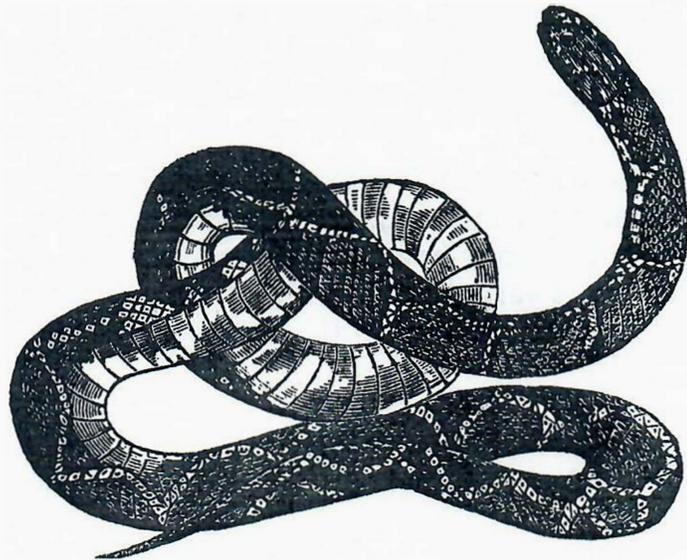
1. Animal and plant species evolve in different ways to survive in nature. When animals and plants evolve, they change over time. One of the most fascinating ways a species can evolve is by becoming a mimic.
2. A mimic is a plant or an animal that takes on the appearance of another plant or animal. The model, or the species that is being copied, is usually poisonous.
3. Scientists believe that mimics develop the features of another species to become less interesting to predators. (In other words, the mimic is trying to avoid getting eaten!) Predators stay away from the mimic because they think the mimic is poisonous. As a result, the mimic population is better able to survive in the wild.
4. A good example of this can be found among snakes. The Arizona coral snake is a highly poisonous species. This snake lives in different parts of Arizona and New Mexico. The Arizona coral snake has a black head and distinctive body markings. Its body has large rings of red and black mixed with smaller rings of white and yellow.
5. The Arizona coral snake is not a large snake. An adult is only about 21 inches long. But don't be fooled by its small size! Even large predators have learned to avoid this snake because its venom is very strong. In fact, the Arizona coral snake's venom is as powerful as a cobra's!

(continued)

Name _____ Date _____

(continued)

6. Another snake species looks quite similar to the Arizona coral snake. That's the coral king snake. This nonpoisonous snake has a black head like the Arizona coral snake and has similar rings of black, white, and red on its body. However, it is larger than the Arizona coral snake, growing to 44 inches in length.
7. The coral king snake lives throughout the Southwest, but it lives in many of the same places as the Arizona coral snake. Because the coral king snake is not poisonous, it is mostly harmless to predators.
8. Scientists think that the coral king snake changed over time to look like the Arizona coral snake. Taking on the color of the Arizona coral snake helps keep the coral king snake from being eaten by predators. Coral king snakes are more likely to thrive in the wild because predators pass them by.



Name _____ Date _____



Opinion/Argument Prompt

In the first paragraph, the author says that “one of the most fascinating ways a species can evolve is by becoming a mimic.” Do you agree with this statement? Why or why not? Support your opinion with facts and quotations from the text.

Bee Safe

Have you ever been stung by a bee? If you haven't, can you imagine what it feels like?

¹ Sarah had decided that she loved everything about sailing. She loved the gentle rocking of the boat and the breeze against her face. She loved seeing water in every direction, and she loved feeling like she was on an adventure.

² As the boat approached Kelleys Island, Mr. Roma had the girls help him prepare to dock. "Is anyone getting hungry yet?" asked Mrs. Roma. She held a large wicker picnic basket. "I packed quite a lunch, so I hope you brought along your appetites."

³ Once the boat was docked, the girls removed their life jackets and left them on the deck of the boat. Mr. Roma gave them each a hand as they stepped onto the dock. It took them a moment to become accustomed to standing on solid land again after the constant rocking motion of the boat. Sarah and Pilar walked ahead and found a pretty, grassy area with a good view of the lake. They waved to Pilar's grandparents who joined them a moment later with the picnic basket and a worn plaid quilt.

⁴ Pilar and Sarah each grabbed a side of the quilt and spread it out over the grass. They took off their sandals and helped Mrs. Roma unpack the lunch. They ate sandwiches, pretzels, and fresh peaches that dribbled juice down their chins. Pilar's mom had contributed oatmeal chocolate-chip cookies, and they were so good that everyone ate two. Pilar's grandpa even ate a third when he thought no one was looking.

⁵ After lunch, the girls began a game of catch, while Mr. and Mrs. Roma read the newspaper and did a crossword puzzle together. All of a sudden, Sarah gave a small yelp and swatted at her arm.

⁶ "What's wrong, Sarah?" asked Pilar.

⁷ "I think I just got stung by a bee," said Sarah. She examined her arm closely. "I can see it starting to swell already," she added.

⁸ "We should show my grandma," said Pilar. "She used to be a nurse. She'll know what to do."

⁹ Mrs. Roma looked at the small red welt on Sarah's arm. "Have you been stung before, Sarah?" she asked. "Do you know if you're allergic?"

¹⁰ "I've been stung a few times," replied Sarah. "My dad and I garden together a lot, and that's usually when it happens. I've never had a bad reaction before."

¹¹ "I'm relieved to hear that," said Mrs. Roma. "Pilar, can you run and get me the first-aid kit from the boat?"

¹² When Pilar brought back the kit, Mrs. Roma used a pair of tweezers to remove the small, black stinger from Sarah's arm. Then, she washed the area with soap and some of the bottled water they'd brought along on their trip. Finally, she handed Sarah one of the ice packs that had kept the sandwiches cool in the picnic basket.

¹³ "This will soothe it and help bring the swelling down a bit," said Mrs. Roma, patting Sarah on her back. "I must say, you're an excellent patient. Pilar's grandpa is not nearly as calm when he gets stung or gets a splinter that I have to remove."

¹⁴ Mr. Roma chuckled. "Well, Captain Sarah, it looks like your courage has been well appreciated. You just may earn a medal of bravery before this journey is done."



1. What is the name of the island where the group had their picnic?

2. Why was Pilar's grandma a good person to have nearby when Sarah was stung by a bee?

Read the sentences below. Write **B** next to the sentence if it tells about something that happened before Sarah was stung. Write **A** if it tells about something that happened after.

3. _____ Pilar and Sarah began playing catch.

4. _____ The girls helped Mrs. Roma unpack the lunch.

5. _____ Sarah looked at the red welt on her arm.

6. Why did Mrs. Roma want to know if Sarah had been stung before?

7. Do you think Sarah will want to go sailing again? Find a quote from the story that supports your answer.

8. How does Sarah react when she gets stung? How would you react?

Busy, Busy Bees

Did you know that bees have a complicated way of communicating with each other?

¹ Think of the last time you saw a bee. Perhaps it was busily gathering nectar from a flower in your garden. Maybe it was flying around a sweet drink you had at a picnic. Did you ever think about where that bee might live and what it does once it flies away? Chances are it lives a more interesting and complex life than you ever suspected.

² Today, the honey bee can be found on every continent except Antarctica. It can survive only as a member of a colony, where each bee plays a very specific role. In each honey bee colony, there are three types of bees: the queen bee, the worker bees, and the drones.



³ The queen is different from the rest of the bees in a colony in several ways. She is the only bee in the colony to reproduce, so she is the mother of all the other bees in the colony. She can lay an enormous number of eggs—as many as 1,500 every day! The weight of all those eggs is about the same as the queen's entire body.

⁴ The queen bee has a smooth, curved stinger instead of a straight, barbed, or spiky stinger like the worker bees. Worker bees die after stinging, because they cannot remove their barbed stingers. The queen bee can sting repeatedly without injuring herself.

⁵ Another difference between queen and worker bees is that a queen bee can live for one to three years, while a worker bee lives only an average of six weeks.

⁶ A colony of honey bees is mostly made up of worker bees. A single colony may contain as many as 80,000 worker bees. They are called worker bees for a very good reason. Their job is to build and maintain the nest, gather nectar and pollen to make honey, and care for the young bees. If the hive becomes too warm for the eggs and young bees, the worker bees fan their wings to make it cooler. When the hive becomes too cool, they huddle around the eggs and young bees to warm them.

⁷ The third type of honey bee is called a drone. The drones are the male bees. They do not have stingers or tools for working. They cannot even feed themselves. Their only purpose is to mate with the queen bee to produce new worker bees.

⁸ One of the most fascinating things about honey bees is their way of communicating. Bees are able to tell each other where to find food by doing complicated "dances." These dances can tell bees how far away food can be found and in which direction it is located. The moves they make are so clear that scientists who have studied bee communication can actually watch a dance and follow a bee's directions.

Write the words from the passage that have the meanings below.

1. hard to understand

Par. 1

2. over and over again

Par. 4

3. a group of animals that live together

Par. 6

4. to crowd closely together

Par. 6

5. very interesting and appealing

Par. 8

Read the descriptions below. Write **Q** next to the phrase if it describes queen bees. Write **W** if it describes worker bees.

6. _____ dies after stinging

7. _____ builds the nest

8. _____ has a smooth, curved stinger

9. _____ lays more than a thousand eggs a day

10. _____ cools eggs by fanning their wings

11. What is one place in the world where honey bees cannot be found?

12. How long can a queen bee live?

13. The only purpose of a drone is to _____.

14. How does the author feel about the way bees communicate?

The Ringed Planet

How much do you know about one of our solar system's most fascinating planets?

¹ The famous astronomer Galileo was the first to see that Saturn was shaped differently than the other planets. He thought the bulges on each side were caused by two other planets sitting right next to Saturn. The Cassini-Huygens spacecraft is named after the 17th century astronomers who concluded that Saturn was actually ringed: Giovanni Cassini and Christiaan Huygens.

² The Cassini-Huygens spacecraft was launched in October of 1997, but it took seven years to reach its destination—the planet Saturn. On July 1, 2004, the Cassini orbiter began circling the sixth planet from the sun and sending information back to Earth.

³ One of the trickiest parts of the mission was maneuvering the spacecraft through Saturn's famous rings. The rings are thought to be the remnants of a moon that was somehow destroyed in the past. Its many pieces still orbit the planet and create a solid-looking ring.

⁴ The rocks and ice that form the rings vary greatly in size, from as small as dust particles to as big as a car. Trying to get Cassini-Huygens through there was a risky and complex challenge. However, the international team of scientists did it successfully.

⁵ On January 14, 2005, the Huygens probe was dropped onto Titan, one of Saturn's many moons. For about 90 minutes, it sent back data and images of the moon. People around the world were amazed to see pictures of Titan's rocky surface. Scientists were able to identify what looked like a shoreline, drainage channels, and large boulders.

⁶ In April of 2014, Cassini sent back some important information. NASA scientists found evidence of a large, underground sea of liquid water on Enceladus, one of Saturn's moons. This discovery was especially exciting because water is one of the necessary elements for the existence of life. Every piece of information scientists receive is one more clue in solving the mysteries of our solar system.



Write the words from the passage that have the meanings below.

1. came to a decision

Par. 1

2. the place something or someone is going

Par. 2

3. carefully moving or guiding

Par. 3

4. remains; leftovers

Par. 3

5. Check the line beside the word that best describes what type of passage this is.

___ informational

___ fiction

___ myth

6. What did Galileo think the bulges on either side of Saturn were caused by?

7. How long did it take the Cassini-Huygens spacecraft to travel from Earth to Saturn?

8. How do scientists think the rings of Saturn were created?

9. What important discovery was made in 2014?

Week Four



Summer Practice

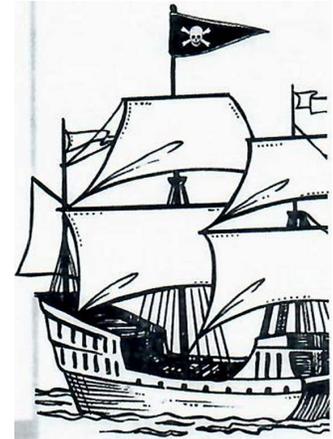
Name _____

Blackbeard the Pirate

nobody knows just when edward teach became know as Blackbeard the Pirate we do know though that edward teach joined Captain benjamin Hornigold's crew in 1716. It is unclear whether teach knew that capt hornigold planned to raid ships in the caribbean Sea. However, teach helped hornigold capture a french ship in the Caribbean in 1717



- names of people
- names of places



MONDAY

WEEK 4

Capt hornigold gave the captured french ship to edward Teach. The ships name was change to Queen anne's Revenge and she soon was feared as a dreaded pirate ship. Edward teach also changed his name The pirate Captain of Queen Annes Revenge was now called "blackbeard." When he took his fierce colorful name Blackbeard also changed the way he looked



- names of people
- names of ships

TUESDAY

WEEK 4

Name _____

Blackbeard let his beard grow out to a frizzy bushy tangle he wove braids into his beard and he even tyed them with ribbons. He stuck fuses from cannons under his pirate hat. These fuses were made of string soaked in watter mixed with gunpowder. When blackbeard lit the fuses they sizzled and smoaked and their ghostly light and foul gassy smell scared his victims.



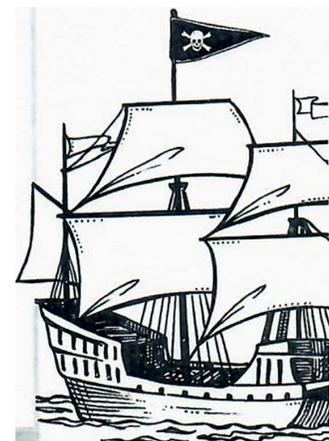
- commas

WEDNESDAY**WEEK 4**

In the summer of 1718 blackbeard sank queen Annes' revenge off the coast of North carolina. However, he still had other ships to use in rades along the coast. people decided that this terror must stop so Lieutenant robert Maynard organized a secret mission to capture blackbeard. The fierce bearded pirate battled to the deth and was beheaded by the victorious Lt. maynard.



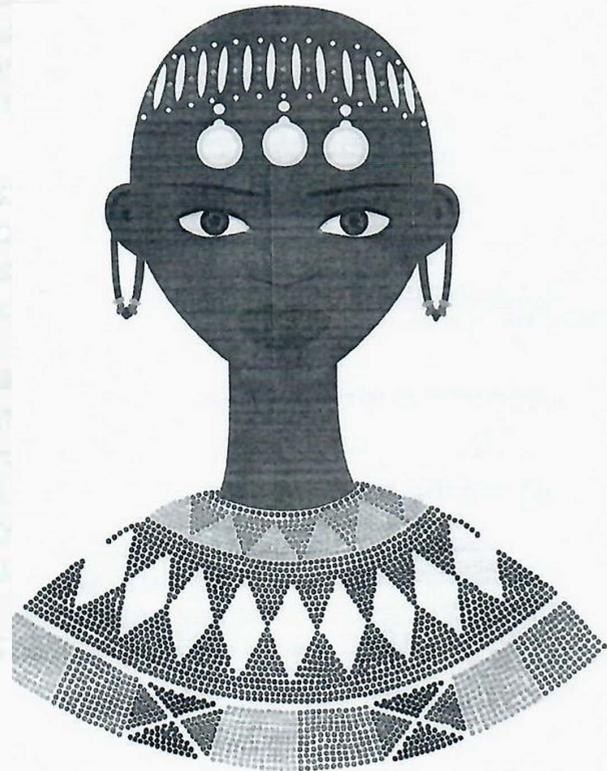
- names of people
- names of ships

**THURSDAY****WEEK 4**

Read the passage below.

The Maasai People of Africa

1. In the modern era, many tribal peoples struggle to preserve their traditional way of life. These people find it difficult to uphold ancient customs when the world around them is changing. Some tribes are more successful than others.
2. The Maasai of Africa is one such tribe. The Maasai have successfully preserved their ancient traditions for hundreds of years, despite the many modern developments surrounding them.
3. The Maasai live on the borders of Kenya and Tanzania in southeastern Africa. They are a nomadic tribe, so they move from place to place as they follow cattle. Cattle are an essential part of Maasai life. The Maasai use cattle for food, milk, shelter, and clothing. They also sell cattle so that they can buy food and medicine.
4. The Maasai measure wealth in cattle. A Maasai family is considered poor if it owns fewer than 50 cattle and rich if it owns more than 1,000 cattle. Some families give their cattle names and can even identify individual animals by their voices.
5. The Maasai maintain a traditional appearance. They favor the color red because they believe it stands for power. They use red clay to dye their hair, beards, and clothing. Men grow their hair long and color it red. Women and children, however, shave their heads. Both men and women pierce their ears and wear large hoop earrings and other beaded jewelry.



(continued)

(continued)

6. Because the Maasai are always on the move, their villages are built as temporary settlements. Maasai women build the homes in each village. Homes are made of sticks and grass and held together with mud and cow dung.
7. Women also add a wall of tree branches around the settlement. This wall encloses the cattle and keeps them safe from predators.
8. As Africa continues to modernize, the governments of Kenya and Tanzania have established programs to encourage the Maasai to abandon their nomadic lifestyle. Some Maasai have followed these programs and found new ways to live and support themselves.
9. Many Maasai, however, prefer the traditional path. As a result, the governments have also introduced new programs to preserve Maasai traditions while educating the people about the modern world.

Name _____ Date _____



Opinion/Argument Prompt

Do you think the Maasai should abandon their traditional ways in favor of a more modern lifestyle? Why or why not? Support your opinion with facts from the text.

Floating on Air

What is the oldest form of air travel? Keep reading to learn more about it.

¹ For most of human history, people could only dream of flying. It was not until the late 1700s that traveling through the air became a reality. In 1783, the Montgolfier brothers of France sent their first passengers, a sheep, a duck, and a rooster, aloft in a paper and silk balloon that had been filled with hot air.

² Shortly after this event, on November 11, 1783, Pilâtre de Rozier and Marquis d'Arlandes took a ride above Paris in one of the Montgolfier brothers' balloons. For half an hour, they floated high above the city and entered the history books as the first humans to fly.

³ Hot air balloons are able to fly because the heated air inside the balloon becomes lighter than the air outside. Helium and hydrogen are also used in balloons because these gases are naturally lighter than the air in Earth's atmosphere.



⁴ After it was proven that balloons could carry people, the next step was to see how far they could go. Crossing the English Channel was seen as a major test. The first attempt was by Rozier in a balloon that used both hydrogen and hot air. This was not such a good idea. Hydrogen is very flammable. Rozier's balloon caught fire, and he did not survive. Despite such an early example of hydrogen's danger, people continued to use it for many years. On May 6, 1937, the gigantic German airship *Hindenburg*, filled with hydrogen, burst into flames. This disaster finally put an end to the use of hydrogen for air travel.

⁵ Soon after Rozier's fatal attempt, the first successful flight across the English Channel was completed. The French inventor Jean-Pierre Blanchard, accompanied by Boston physician John Jeffries, flew from England to France on January 7, 1785. Blanchard demonstrated the magic of hot air balloons all over the world, and in 1793 became the first person to fly in North America. President George Washington was present for this event, and gave Blanchard a message to carry on his flight from Pennsylvania to New Jersey. It was the first example of airmail.

⁶ By crossing the English Channel, Blanchard and Jeffries proved that hot air balloons could travel over long distances. However, it was still nearly two hundred years before someone crossed an ocean in a hot air balloon. In 1978, a team of three balloonists flew the *Double Eagle II* across the Atlantic Ocean. In 1981, the *Double Eagle V*, carrying two of the same pilots, crossed the Pacific.

⁷ The next big record to be set was a nonstop flight around the world. On March 21, 1999, Bertrand Piccard and Brian Jones completed a hot air balloon trip that took them all the way around Earth. Three years later, after five unsuccessful attempts, Steve Fossett became the first balloonist to fly solo around the world!

1. Check the phrase that best describes the author's purpose.

_____ to entertain

_____ to explain the history of hot air balloons

_____ to persuade the reader to try traveling by hot air balloon

2. Who were the three passengers in the first hot air balloon trip?

3. What was Steve Fossett's accomplishment?

4. Why is hot air used in the balloons?

5. Between which two states did the first example of airmail travel?

6. Why do you think people were so excited by the Montgolfier brothers' accomplishment?

7. It was not a good idea to use hydrogen in hot air balloons because it is a

_____ gas.

8. Gases that are _____ than air can help hot air balloons float.

9. *The Hindenburg burst into flames, so hydrogen was no longer used in hot air balloons.* In this sentence, what is the cause, and what is the effect?

Cause: _____

Effect: _____

Traveling with Only the Wind and a Sail

Do you know how a sailboat uses the wind to take the sailor where he or she wants to travel?

¹ Many people today are asking which energy sources are the safest and most efficient. In fact, there is one resource that creates no pollution and can be found almost anywhere, even right outside your front door—wind! Human beings have been using wind as an energy source for thousands of years. One of the main ways people have used wind is to propel boats across water, a form of transportation called *sailing*.

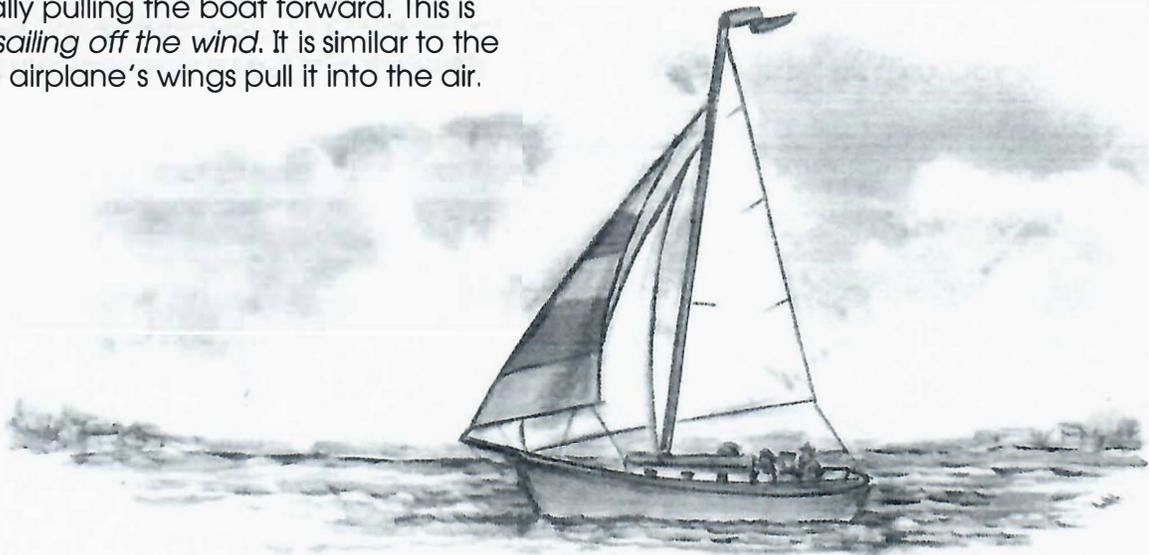
² Sails are large pieces of cloth suspended above the boat. They are used to catch the wind and move the boat forward. When the wind comes from behind the boat, the process is pretty simple. The boat is pushed in the same direction the wind is blowing. This is called *sailing before the wind*. But what if you don't want to go in that direction? Sailing would not be a very good way to travel if you could only move where the wind took you.

³ The sail is designed to rotate so that it can be used in different ways depending on the direction the wind is blowing. When the wind comes from the side, the sail is turned so that the air moving across it creates a vacuum. Now, instead of pushing, the wind is actually pulling the boat forward. This is called *sailing off the wind*. It is similar to the way an airplane's wings pull it into the air.

⁴ One problem still remains. How do you sail straight into the wind? The answer is that you cannot. When the wind is blowing from the front of the boat, the sailor must zigzag back and forth to go in that direction. First, the boat sails off to the right of the wind. Then, the sail is quickly rotated to the opposite side, and the boat sails to the left of the wind. This is called *tacking*.

⁵ Although the sail is the most visible part of the boat, an equally important element is located beneath the water. The keel is like a fin that comes out of the bottom of the boat and keeps it moving forward. When the wind is blowing from the side, the boat naturally wants to turn and travel in the opposite direction. Extending down into the water, the knifelike shape of the keel slices through the water and holds the boat in a forward position. Both the sail and the keel are needed to get the boat to its destination.

⁶ The next time you feel a cool breeze or a gust of wind sweeps a piece of paper from your hand, think about the power of the wind. It's strong enough to take you anywhere you'd like to travel, just as long as you have a strong sail and the knowledge to harness the power of the wind.



1. What does it mean to *sail before the wind*?

2. Why does a sail need to be able to rotate?

3. When does a sailor need to travel in a zigzag pattern?

4. What purpose does a sailboat's keel serve?

5. Check the phrase that best describes the author's purpose.

___ to share information about how a sailboat works

___ to entertain the reader with a story about funny experiences with sailing

___ to inform the reader about great sailors of the past century

6. Check the line beside the word that best describes what type of selection this is.

___ informational

___ fiction

___ autobiography

7. In paragraph 6, what does *harness* mean?

8. The author compares the keel to a _____.

9. When the wind pulls a boat forward, it is called _____.

Ride Like the Wind!

What do you think transportation will be like 100 years in the future?

¹ Finn sighed and tossed his windpack by the front door. He kicked off his shoes and walked into the kitchen.

² "Finn, did you hang up your windpack like I asked you?" asked Mom, ruffling his hair. "I'm tired of tripping over it all the time. I wish you would take better care of your belongings."

³ "I had to walk the whole three miles home from school today!" said Finn, grabbing a few orange juice capsules from the basket on the kitchen counter.

⁴ "Why did you have to walk?" Grandpa asked. "What's wrong with your windpack?"

⁵ Finn sat down next to his grandpa. "The compressor is broken again."

⁶ "Finn," said Mom, "were you playing techball with your windpack on again?"

⁷ "Mom, I learned my lesson last time, I promise," said Finn. "I know the lasers aren't good for the charger in the windpack. My pack was full of air when I left for school, but on the way home I heard a buzzing sound."

⁸ Mom nodded. "Well, I won't have a chance to take a look at it until tomorrow morning. Dad is out of town until Friday, so you can use his windpack until we have yours fixed. Remember, though, no lasers!" she said as she headed upstairs.

⁹ "I know, Mom," sighed Finn. "Windpacks are so much work," he complained to Grandpa. "I wish they'd invent something that was easier to take care of."

¹⁰ Grandpa smiled. "Finn, you have no idea how easy and clean windpacks are compared to cars."

¹¹ "You never actually had a car, did you Grandpa?" Finn asked. "I thought those were obsolete before you were old enough to have one of your own."

¹² Grandpa pulled a small, thin photocard out of his wallet. He typed in a few numbers. "I think I have these organized by year," he said. "I bought my car around 2025."

¹³ "That's nearly 50 years ago!" exclaimed Finn.

¹⁴ Grandpa continued pushing buttons until he came to a color photo of himself as a young man. He stood proudly next to an enormous dark red vehicle. "This kind of car was called a minivan," Grandpa told Finn.

¹⁵ "Tell me again what made them run," Finn said.

¹⁶ "Gasoline," answered Grandpa. "The world is a much cleaner place without it," he added. "In the last 50 years, pollution has been reduced by 75 percent. I guarantee that you and I will both live longer because of it."

¹⁷ Finn was quiet for a moment. "Grandpa, I guess windpacks aren't as much of a pain as I sometimes think they are."

¹⁸ Grandpa nodded as he put his photocard back in his wallet. "There's always room for improvement," he said, patting his grandson on the shoulder.



Write the words from the story that have the meanings below.

1. a machine that contracts or presses together to push out air or gases

_____ Par. 5

2. no longer in use

_____ Par. 11

3. Check the line beside the word or words that best describe what type of selection this is.

_____ science fiction _____ fable _____ informational

4. Is this story a fantasy or does it take place in reality? How can you tell?

5. What does Grandpa persuade Finn to change his mind about, and how does he do it?

6. **Dialogue** is what a character says. The words in dialogue are always in quotation marks. On the line below, write the words that are dialogue in paragraph 13.

7. Name two elements of the story that tell you the story takes place in the future.

8. When was the picture with Grandpa and his minivan taken?

9. Based on the information in the story, what do you think a windpack is?

10. If you wrote a story that takes place in the future, what would you write about? Describe something from the future you would include in your story.

Week Five



Summer Practice

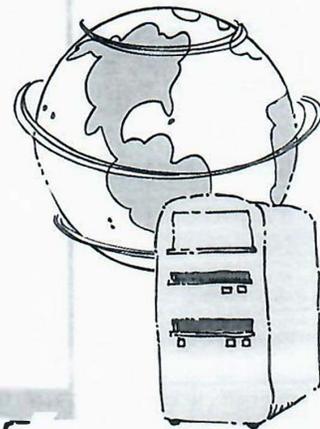
Name _____

The Amazing Internet

Spring brake is coming and you're family is planning an outing to a local theme park. As you finalize your plans there are some details to check. You want to find out about next weeks wether your parents need to get directions to the amusement park and your brother wants to see how many roller coasters there are. Where can you go to find out everything in one place just look on the Internet!



- spelling



MONDAY

WEEK 5

a few years ago it would probably have took more time and effort to find all this information. You might have find a long-range weather forecast in the newspaper. Your parents might have studyed a map to find the best route to the Park and your brother would have telephoned the park. today, people can find this information on the internet from a computer at home work school or the public library.



- commas

TUESDAY

WEEK 5

Name _____

The work that led to the creation of the internet began in the 1960s. Most computers was used by the government universities and businesses. The u.s. government was looking for a way to link it's computers together so that information could be easily shared. by 1969, the first four computers had been linked together in a network. Information flowed between them. over telephone lines



- verb tense

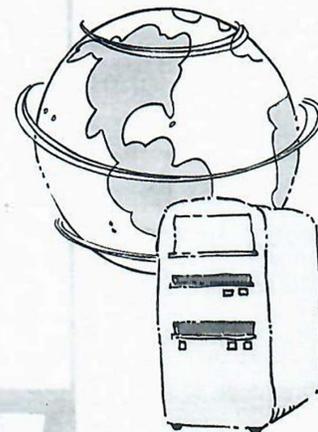
WEDNESDAY

WEEK

in the 1980s, people began to bye computers to use at home more computer networks were created and the early Internet begun to grow. In order to use the internet users had to tipe in complex codes. Finally, in 1991, the World Wide Web was created? That made it easier to use the internet. By 1995, people could connect to the internet on their home computers. A new era in information had begin.



- spelling



THURSDAY

WEEK

Read the passage below.

Helping the Hippos

The Kovac family was standing at their upstairs window, looking out over the city of Budapest, Hungary. Their faces were full of worry. It was the winter of 1944, and World War II had been raging for years. Now, both German and Russian armies were fighting for control of Budapest.

Eleven-year-old Adela Kovac squinted to see through the swirling snow outside. "Look, Grandpa," she said. "The Germans are on one side of the city and the Russians are on the other."

"Only the Danube River is between them, keeping them from fighting," said Grandpa.

Adela's little brother Jakob suddenly gasped so hard his favorite straw hat almost fell off. "Think what else is right between them," he said. "The zoo!"

The mention of the Budapest Zoo sent the family into a daydream. They remembered happier times, before the war, when they'd gone to the zoo together. Their favorite animals, the hippopotamuses, had enjoyed bathing in the local warm springs and munching on grass. The idea that the zoo might be in danger made the Kovacs feel even more heartsick.

"Can we take some food to the hippos?" said Adela.

Mother frowned and said, "Sweetheart, we can't do much to help them. With all the trouble in the city, it's hard enough getting food to feed our family."

But Grandpa rubbed his bristly chin and said, "Hippopotamuses wouldn't want our food anyway. They eat grass and straw."



(continued)

Name _____ Date _____

(continued)

9. "The army horses probably ate most of the grass, and the rest is covered in snow," said Jakob sadly. "Where can we find straw?"
10. Even though Adela was upset, she had to laugh. "How about your silly straw hat?" she said.
11. Jakob took off his hat. "I love this hat, but I'd sacrifice it."
12. Grandpa said, "One hat isn't going to do it. Go gather the straw floor mats in the kitchen."
13. Mother added, "You can take my straw slippers as well."
14. Now Adela and Jakob ran through the house, piling every piece of straw they could find into a wheelbarrow. With Grandpa's help, they headed through the streets to the zoo. Some Russian soldiers laughed at the strange sight, but let them pass.
15. Adela and Jakob found the hippos looking hungry. Jakob tossed out his beloved hat and one of the huge animals eagerly chomped on it. Soon, the animals were gathering for a tasty meal.
16. They emptied the wheelbarrow quickly. All the straw in the house had been eaten. The children felt discouraged, but they noticed that the hippos were still gathered. Curious, the children turned around. To their surprise and delight, they saw the pathway filled with neighbors wheeling down their own carts full of straw!
17. Adela and Jakob hugged each other with glee. With all the suffering of the awful war, this was at least a sign that hope was still alive and that a better tomorrow lay ahead.



Narrative Prompt

Imagine that you are one of the Russian soldiers who let Grandpa, Adela, and Jakob pass. Write a journal entry that this soldier might have recorded after the experience.

Silent Communication

Do you know anyone who can communicate using sign language?

¹ Do you have a friend or a relative who is deaf? If not, maybe you have seen people who are deaf at a restaurant or a mall communicating with their hands. This form of communication is known as American Sign Language, or ASL. Precise numbers are not available, but researchers have estimated that between 100,000 and 500,000 people in North America use sign language as their primary means of communication. It is an important part of the deaf community and serves as part of the cultural identity of being deaf.

² If you have ever watched people sign to one another, you know that it can be quite impressive to see. Their hands and fingers fly through the motions. Like listening to someone speak a foreign language, it can be intimidating to watch someone communicate using sign language. However, once you begin to learn the different elements, you notice similarities with spoken language that make it seem more familiar.

³ Just like spoken language, there are different dialects of sign language. People from different regions of the country speak different dialects of ASL. In addition, there is also British Sign Language, or BSL. Although the English language is the basis for both forms of sign language, they are viewed as two separate languages. They contain as many differences as British English and American English do.

⁴ ASL is made of units that include four basic hand forms: hand shape, hand location, hand movement, and hand orientation, or the direction in which the hand faces. A particular sign might translate as a single word, like *dog* or *cat*. Some signs might translate to a whole phrase or sentence, such as *I stared at it for a long time*. Facial expressions can also be an important part of sign language. A sign may mean something different when it is done on



its own than it does when it is accompanied by raised eyebrows or a tilt of the head.

⁵ Fingerspelling is another element of sign language in which each letter must be spelled out using a particular gesture. It is slower than using signs, but it is often an easy way for beginners to learn some basics of sign language.

⁶ Many hearing people know and use ASL on a daily basis to communicate with friends or family members who are deaf. If you are interested in learning how to sign, or fingerspell, the 26 letters of the alphabet, you can look up "ASL alphabet" online. It won't take you long to learn the letters. Then, you can say anything you'd like without uttering a single word!

1. What is fingerspelling?

2. What are the four basic hand forms of ASL?

3. Why do some hearing people know and use sign language?

4. Why do you think that sign language might be part of the cultural identity of being deaf?

5. Why are ASL and BSL viewed as two separate languages?

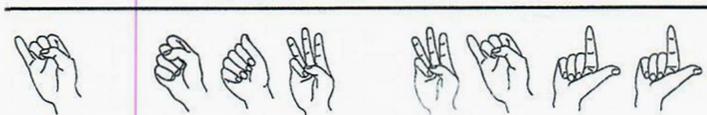
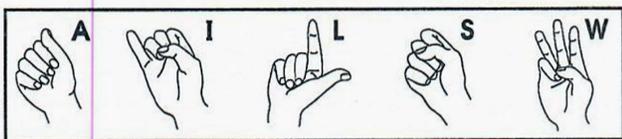
Write **T** before the sentences that are true. Write **F** before the sentences that are false.

- 6. ____ Only deaf people use sign language.
- 7. ____ Fingerspelling is slower than using other signs.
- 8. ____ There is only one dialect of ASL.
- 9. ____ Some signs may translate to an entire phrase or sentence.
- 10. ____ About two million people in North America use ASL.
- 11. What do the abbreviations *ASL* and *BSL* stand for?

Write the idiom from paragraph 2 on the line next to its meaning.

12. do something quickly _____

Use the key below to read the sentence in sign language. Then, write the sentence on the line.



13. _____

An Everyday Poet

What parts of your life would be good material for a poem?

¹ Naomi Shihab Nye has lots of things to write about. She never seems to run out of ideas. Naomi writes poetry for young people and adults, but she is also the author of essays, children's picture books, songs, and a novel for teenagers. In addition, she has edited several poetry anthologies.

² Where does Naomi get her ideas? She is a great observer of the world around her. She sees poetry in the details of everyday life, like the way things smell or taste, the sounds of nature, the voices of her family, and the colors of a flower or a bird's wing or a strawberry.

³ Naomi's poetry is also often influenced by places she has lived and visited. Naomi was raised by her Palestinian father and American mother. She grew up in St. Louis, Missouri; Jerusalem, Israel; and San Antonio, Texas. Each of these places has unique flavors that Naomi has captured with her rich, descriptive language.

⁴ Naomi also writes about her dual cultures and the conflict between the Israelis and Palestinians in the Middle East. Today, Naomi lives with her family in San Antonio. She knows many people who have a Mexican-American heritage, and she works their experiences into her poetry. Naomi focuses on the ways that people of different cultures and backgrounds are similar rather than different. She has even traveled to the Middle East and Asia to promote international goodwill through the arts. Naomi firmly believes in the power of writing to change the world and help people find common ground.

⁵ Naomi Shihab Nye began writing poetry as soon as she learned how to write. She published her first poem when she was only seven years old! Since that time, Naomi has written and edited more than 30 books. She advises young writers to write about their daily lives—the things they observe and the feelings they have. That's a good reminder for any writer!



1. Check the line beside the word or words that best describe what type of nonfiction selection this is.

____ historical nonfiction

____ biography

____ how-to

2. Check the sentence below that is the best summary for paragraph 3.

____ Naomi uses descriptive language in her work.

____ Naomi grew up in St. Louis, Jerusalem, and San Antonio.

____ Naomi's poetry is influenced by the places she has lived.

3. The author says that each of the places Naomi has visited or lived has its own "unique flavors." What does this mean?

4. Write the quote from the text that tells where Naomi gets her ideas.

5. How has Naomi's background influenced her writing?

6. The author says that Naomi is an observer of the world around her. What could you observe and write about right now?

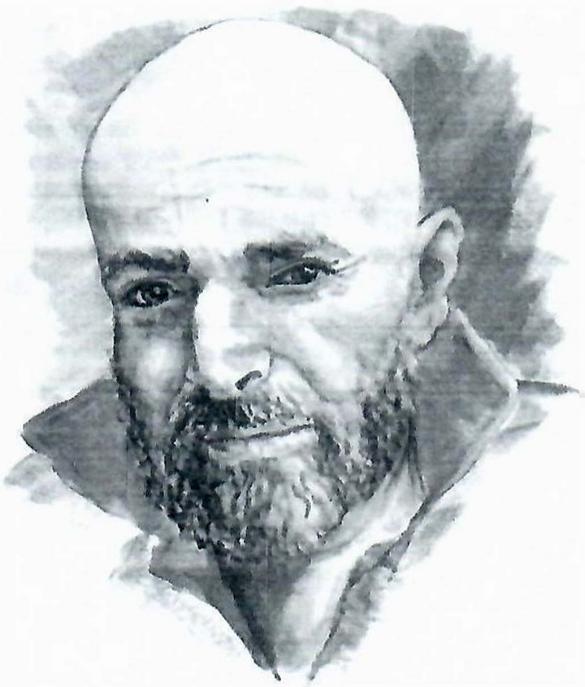
Where the Poetry Begins

What is your favorite poem? Who is your favorite poet?

¹ Who is your favorite poet? For many young people, the answer is Shel Silverstein. Shel's first book was published in the 1960s, and since then his children's books have sold more than 30 million copies! Young people recognize that Shel really understood his audience.

² Shel Silverstein was born in Chicago, Illinois, in 1932. He began writing poetry when he was young. He was not familiar with the work of any famous poets, so he invented his own style. This turned out to be a good thing, because style is one of the most distinctive things about Shel's poetry.

³ Although he was best known for writing children's literature, Shel was creative in many ways. He began his career in the arts as a cartoonist. He also was a talented singer, songwriter, composer, and illustrator. In fact, Shel illustrated all of his children's books himself. This is one reason the pictures seem to accompany the poetry so perfectly.



⁴ *Where the Sidewalk Ends*, first published in 1974, is one of the most beloved children's books of all time. But what makes Shel's poetry so timeless and popular? His poems are often hilarious, and young people love Shel's type of humor.

⁵ In one poem, he told the story of a girl who refused to take out the garbage. It piled up higher and higher until it finally threatened to take over the town. Many kids have experienced the feeling of not wanting to do a chore. They love how out of control the author let the situation get because they know that it would never happen that way in real life.

⁶ In another popular poem, a girl pretends to be sick so that she will not have to attend school. Shel made fun of the situation by having the character exaggerate her symptoms to the point where they became ridiculous. The punch line of the poem occurs at the end. The girl discovers that it is Saturday, and she would not have had to go to school anyway.

⁷ Shel also liked to play with language in his poetry. He often used elements like alliteration in his work. *Alliteration* is the use of words that begin with the same sounds. In the poem about the girl who refused to take out the garbage, the character's name is Sarah Cynthia Sylvia Stout. This type of alliteration can make poetry fun to read aloud. Shel's poems also often rhymed and had a good rhythm, two more elements that make his work easy and interesting to read.

⁸ In 1999, Shel Silverstein died in his home in Key West, Florida. Children and adults will miss his quirky humor and incredible imagination. But a bit of Shel Silverstein is captured in his work, which will live on and bring joy to children for many generations to come.

1. Number the events below to show the order in which they happened.

_____ Shel's first book was published.

_____ Shel died in 1999.

_____ Shel began his career as a cartoonist.

_____ Shel Silverstein was born in Chicago.

_____ *Where the Sidewalk Ends* was published.

2. What does it mean when the author says that Shel Silverstein illustrated all his children's books himself?

3. About how many copies of Shel's books have been sold?

4. Write your own example of alliteration.

5. Check the words that describe Shel Silverstein.

_____ funny _____ lazy _____ talkative _____ artistic _____ clever

6. In the last line of paragraph 3, it says that Shel's pictures accompany his poetry perfectly. What does this mean?

7. Name four characteristics of Shel Silverstein's poetry.

8. Shel's book _____ was one of the most popular books of kids' poetry ever.

9. Tell about a poem or poet you've read and enjoyed. What did you like about it?

Week Six



Summer Practice

Name _____

Terrific Teeth

Can you imagine having special tools to cut up all the foods that you eat you'd need something sharp to cut off a slice of hard crisp carrot. something pointy would help you pierce a firm crunchy apple. Youd probably need something else. to help you work your way through a delisious juicy piece of stake. Actually, you probably have a complete set of tools to do these jobs. The tules are your teeth



- exclamation points



MONDAY

WEEK 6

Grown-ups usually have a full set of 32 adult teeth. A full set for children is only 20 teeth most children lose their primary teeth between ages 6 and 11. There are several diffrent types of teeth. in the center of your mouth you have 4 thin teeth on the top and 4 on the bottom. You use them to cut into hard crunchy foods that you bite. These teeth are called incisors babies often get these tooth first



- special words in quotes

TUESDAY

WEEK 6

Name _____

There are 4 pointy teeth next to the incisors. They is on the left and right sides of your mouth there are 2 on top and 2 on the botom These sharp pointy teeth are used for tearing food? They are called canine teeth, or eyeteeth.” The rest of the teeth are widder and flatter. They are used to crush and grind food these teeth are called molars. Molars work hard to make it easier for us to digest our food



- special words in quotes

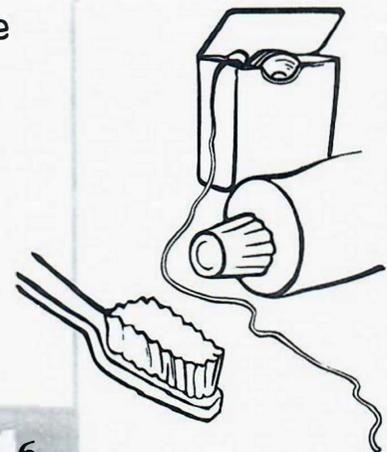
WEDNESDAY

WEEK 6

Tooths do an important job in our bodies they help us brake our food down into smaller pieces. this makes it easier for the digestive system to do its job. Its important to take care of our teeth. By brushing and flossing after meels. If we dont brush food and germs left on our teeth can begin to cause decay. Decay can weaken and destroy strong healthy teeth. So be sure to brush and floss. every day.



- exclamation points



THURSDAY

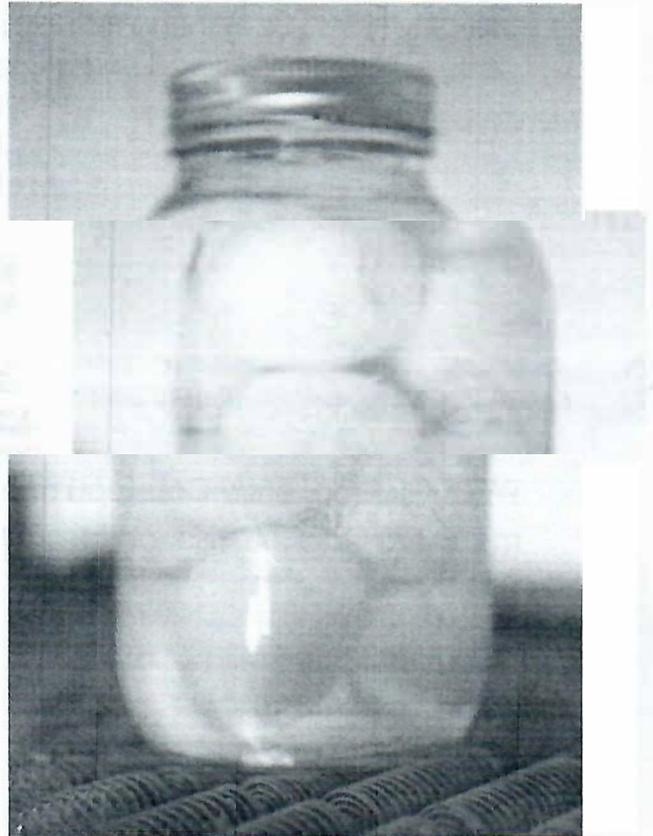
WEEK 6

Name _____ Date _____

Read the passage below.

Make a Bouncing Egg

1. An egg is a very fragile object. If someone drops or even just bumps an uncooked egg, the egg's outer shell can break, and its contents can spill out. Even after an egg has been cooked, it is still quite delicate and has a shell that can be easily cracked. However, there is a way to make an egg that can actually bounce!
2. To create a bouncing egg, a few items are needed. Gather together these three items: a fresh, raw egg; a bottle of white vinegar; and a clear glass jar. The best type of jar to use is a small jelly jar.
3. Make sure that the jar has a tight-fitting lid. Also, the egg will need to be boiled, so ask an adult to help with the first part of this experiment.
4. With an adult supervising the process, boil the egg on the stove in a pot of water. Sometimes people add salt to water when they boil eggs, but that is not necessary for this experiment.
5. Allow the egg to boil for about ten minutes. Once the egg has finished boiling, turn off the stove and allow the egg to cool off for a few minutes.
6. Now, take the cool boiled egg and place it inside the glass jar with care. Try not to drop the egg, as that will cause the shell to crack. One way to get the egg into the jar is to put it on a spoon and carefully slide the spoon down the inside of the glass.



(continued)

(continued)

7. Once the egg is resting safely on the bottom of the jar, pour the white vinegar into the jar until the egg is entirely covered in vinegar.
8. Then, carefully place the lid on the jar and close it very tightly. Put the jar in a safe place and leave it there for one week.
9. After one week has passed, open the lid and drain the vinegar from the jar. Take the egg out of the jar and rinse it off with some cool tap water. Pat it dry carefully. The egg should feel rubbery, just like a ball. Try dropping it on a flat surface, and watch it bounce!

A Quick Guide to Making a Bouncing Egg

- Boil a raw egg in water and let it cool.
- Place the egg at the bottom of a small glass jar.
- Cover the egg with white vinegar and close the jar with a lid.
- Set the jar aside for one week.
- Drain the vinegar and bounce the egg!



Narrative Prompt

Write a story about two characters who try to make a bouncing egg, but it cracks when they bounce it. Have them discuss what they may have done wrong. Give your characters names and include dialogue in the story.

Now You're Cooking!

Do you ever help your parents prepare meals at home?

Before you begin:

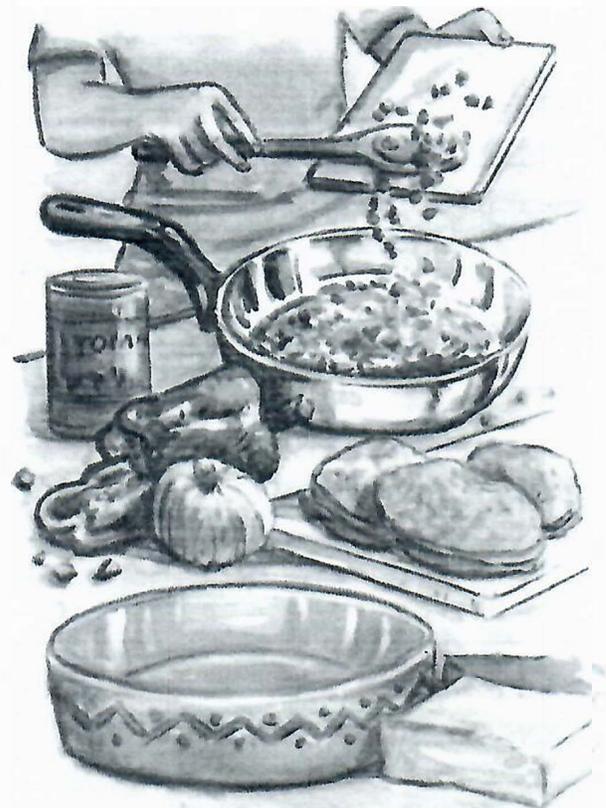
- Never use the stove or a knife without an adult's supervision.
- Always remember to keep the handle of the skillet turned in so you cannot accidentally bump into it.

Tortilla Casserole

- 1 tablespoon vegetable oil
- $\frac{1}{2}$ cup chopped frozen onion
- $\frac{1}{2}$ green bell pepper, diced
- 1 14-ounce can diced tomatoes
- $\frac{1}{2}$ cup bottled tomato salsa
- $\frac{1}{2}$ teaspoon dried oregano
- $\frac{3}{4}$ teaspoon salt
- 2 15-ounce cans black beans, drained and rinsed
- 8 small corn tortillas
- 1 cup shredded Monterey Jack cheese
- 1 cup shredded cheddar cheese

1. Here are some other things you will need: a measuring cup, a teaspoon, a tablespoon, a cutting knife, a colander, a wooden spoon, a bowl, cooking spray, aluminum foil, a skillet, a spatula, and a large, oval baking dish.
2. First, preheat the oven to 350°F. Then, chop the green bell pepper. Place the oil, pepper, and onion in the skillet, and cook over medium heat. Sauté the vegetables for about five minutes.
3. Remove the skillet from the burner. Open both cans of beans, and place them in the colander. Rinse the beans in cool water, and drain well.

4. Add tomatoes, salsa, oregano, and salt to the skillet, and stir well. Next, add the beans to the mixture.
5. Coat the baking dish with cooking spray. Combine the two cheeses in a bowl. Then, spread one-third of the bean mixture on the bottom of the dish. Top with four tortillas, and sprinkle with one-third of the cheese. Now, add another layer of the bean mixture, four more tortillas, and another third of the cheese. Add the last layer of beans, and cover the dish with aluminum foil. Reserve the remaining cheese.
6. Bake the casserole for about 40 minutes. Then, remove the foil and add the remaining cheese. Put the casserole back in the oven, and bake it until the cheese topping is hot and bubbly. Allow the casserole to cool slightly before serving. This recipe makes six servings.



1. Number the steps below to show the order in which they should occur.

- ____ Add the beans to the tomato mixture.
- ____ Sauté the vegetables in the skillet.
- ____ Coat the baking dish with cooking spray.
- ____ Preheat the oven.
- ____ Bake the casserole until the cheese on top is bubbly.

2. Check the line beside the word or words that best describe what type of nonfiction selection this is.

- ____ how-to
- ____ biography
- ____ persuasive text

3. Check the phrase that best describes the author's purpose.

- ____ to tell a story about a family who makes a tortilla casserole
- ____ to explain how to make tortilla casserole
- ____ to show the history of casseroles in American cooking

4. What are the two types of cheeses that are used in this recipe?

5. The casserole should bake for _____ minutes.

6. What is a colander, and how is it used?

7. What do you need to do to the green bell pepper before you add it to the recipe?

8. Is this a recipe you would like to make yourself? Why or why not?

Make Your Own Kite

Have you ever flown a kite before?

Materials You Will Need:

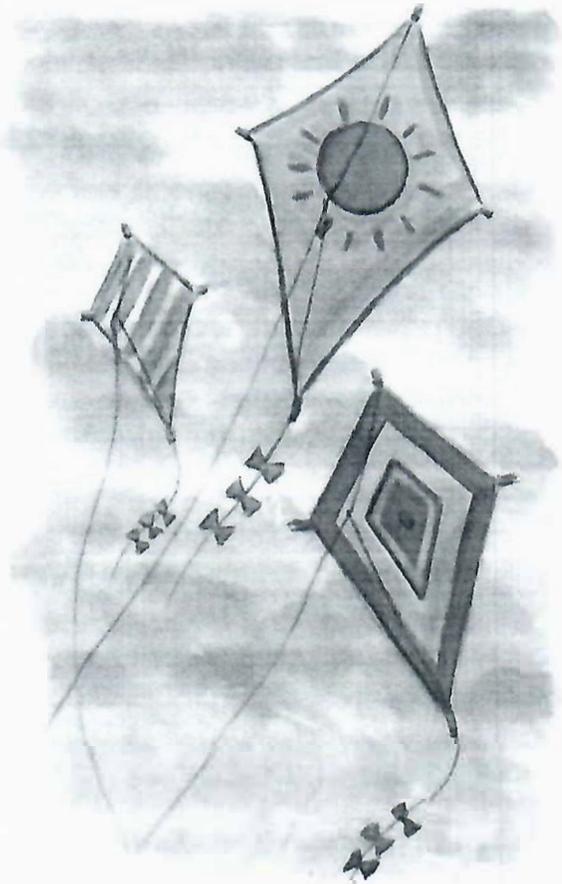
one 20-inch wooden dowel rod; one 24-inch wooden dowel rod; a pencil; a ruler; a craft knife; wood glue; fishing line; a piece of heavyweight paper, at least 26 inches square (can be found at craft stores); scissors; tape; a sewing needle; string; ribbon

Optional Materials:

stickers, paint, markers, and rubber stamps

Directions:

1. Ask a parent or other adult to use the craft knife to make a notch across the flat end of each dowel rod.
2. Make a mark with a pencil 6 inches from the top of the large dowel rod and 10 inches from the top of the small dowel rod.
3. Place the smaller dowel rod on top of the larger one. Glue the two rods together at the places where you made a mark. Be sure that the notches at the ends of the rods are horizontal when your kite frame is lying flat on a table.
4. After the glue has dried, wind some fishing line around the intersection of the two rods to make sure they stay securely joined together. The fishing line should form an X at the intersection of the rods.
5. Now take the fishing line, which should still be attached to the X in the center of the frame, and thread it through the notch at each end of the dowel rods. Thread it through each notch a second time, and then return the fishing line to the center X. Make a few more loops around the X. Then knot the line and cut off the excess.
6. Place the kite frame on the piece of paper. Trace the shape of the kite, and then add two inches to the border. Cut out the larger shape. Center the frame over the paper, and then fold the edges over the frame. Tape the folded edges securely.
7. If you like, you may decorate your kite with the stickers, paint, markers, and stamps.
8. Use the needle to make a small hole in the paper at the top and bottom of the kite. From the frame side, push a piece of fishing line through each hole and knot it. Take the rest of the fishing line (which should still be wound on the spool), and tie the loose end of it about one-third of the way down the middle piece.
9. Attach a 6-foot-long piece of string to the base of the kite. This will be the kite's tail.
10. Use the ribbon to tie a bow every 10 or 12 inches along the kite's tail.
11. Your kite is complete. All you need to do is wait for a breezy day, take your kite to the park, and see how high it can soar!



Write the words from the passage that have the meanings below.

1. not required

materials list

2. a v-shaped cut

Step 1

3. parallel to, or level with, the horizon

Step 3

4. the point where two things meet

Step 4

5. an amount greater than needed

Step 5

6. Where can you find the heavyweight paper to make your kite?

7. Name two optional materials you can use to decorate your kite.

8. For which task will you need the help of a parent or other adult?

9. How much larger than the kite frame should your piece of paper be?

10. Check the line beside the word or words that best describe what type of selection this is.

_____ fiction

_____ how-to

_____ persuasive

The Race for President

How does the Electoral College work?

Have you ever heard about the controversy that surrounded the presidential election of 2000? In one of the closest political races in United States history, more people voted for Vice-President Al Gore than Texas governor George W. Bush. How did Bush become President then? It is because he received a larger number of electoral votes.

² The person with the most votes in the race for President of the United States is not necessarily the winner. Instead, the United States has a system called the *Electoral College* in which candidates are awarded a set number of votes for each state they win. For example, the candidate who receives the most votes in Florida earns 25 electoral votes and in Nebraska earns 5. This is partly because more people live in Florida than in Nebraska.

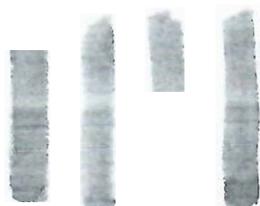
³ There are a total of 538 electoral votes available from all of the states, including three votes from the District of Columbia. To become President, the candidate must receive at least half of the electoral votes, or a minimum of 270 votes.

⁴ In the 2000 election, Al Gore actually received 500,000 more votes than George W. Bush. However, Bush received 271 electoral votes compared to Gore's 266. It was a very close race, but the election results in Florida were even closer. With nearly 6,000,000 votes cast, the final official count put Bush ahead by only 537 votes. Because Florida's 25 electoral votes could swing the presidency either way, many people wanted to recount the votes to be confident about which man had won.

⁵ For more than a month, people recounted votes, and the candidates and their supporters waited anxiously for the results. Finally, on December 12, 2000, the Supreme Court of the United States decided that enough recounting had been done. The accepted totals meant that George W. Bush would be President. Even though Al Gore was not happy about this decision, he conceded the election. He said that his supporters should put all of their energy into respecting the new President.

⁶ Some people believe that the Electoral College system is not a fair way to elect our Presidents. They feel that when a candidate wins the election in a state, the votes for the other candidate do not count. The winner receives all of the electoral votes, no matter how close the race might have been.

⁷ Supporters of the Electoral College system believe that it helps smaller, less populated states have a voice in the election. They feel that if the winner was simply the person with the most votes, candidates would campaign only in big cities and in states like California, Texas, and Florida. The Electoral College ensures that every part of the United States has a voice in an election. As the 2000 presidential election proved, even the three electoral votes available in Wyoming would have changed the final result.



Write the words from the passage that have the meanings below.

1. a public event or issue about which two sides have different views

_____ Par. 1

2. the least _____ Par. 3

3. feeling nervous and uncertain _____ Par. 5

4. gave up or gave in _____ Par. 5

5. lived in; occupied by _____ Par. 7

6. makes sure _____ Par. 7

7. Check the line beside the word that best describes what type of selection this is.

___ informational ___ persuasive ___ fiction

8. What is the smallest number of electoral votes a candidate must receive to win the presidency?

9. Why do some states have more electoral votes than others?

10. Why do some people feel that the Electoral College is not a fair way to elect the president?

11. Why do some people believe that the Electoral College is a good system to elect the president?

12. Why did people want the votes in Florida to be recounted?

Week Seven



Summer Practice

Name _____

My Tree House

When I need a quite place to sit and think i have just the perfect place to go and be by myself. Its not far from my home but it feels like I'm in another world when I go there. Its through the gate in the back fence across the empty lot and right at the edge of the field. That's where my tree grows and thats where I can climb up into the branches and into a world of my very own.



- commas
- apostrophes



MONDAY

WEEK 7

The first day we came to see this house my Dad let me warnder through the backyard while he looked inside. The boy who was moving out of the house come out into the yard. Without saying a word he opened the back gate. in silence, he led me accross the empty lot to a tree. As he started to climb he looked down. To be sure i had find the first foothold. I was right be hind him



- commas

TUESDAY

WEEK 7

Name _____

Maybe it was because the boy showed me the tree house without saying a word maybe it was because i felt he had shared a special seacret with me. Im not sure. Ive never said a word about the tree house to anyone but dad probably knows about it. He's seen me disapear out the back gate countless times. you can even see a corner of the tree house. from our drivewaye



- spelling

WEDNESDAY

WEEK 7

I guess dad understand that the tree house is a special place for me. Its a place for me to be a lone. I love to lie on my back and stare up at the green leafs against the blue sky i love to take a book and get lost for hours in a world of adventure. May be what i love best of all is that this special place is mine and I dont have to share it with anybody else its a place all my owne.



- spelling



THURSDAY

WEEK 7

Name _____ Date _____

Read the passage below.

The BFF History Project

1. *Setting: A girl's bedroom with the pillow-covered bed center stage. Many photos and items are tacked onto a bulletin board, and books line a shelf. Rain falls beyond the window.*
2. *(Two eleven-year-old girls enter the room and throw themselves across the bed.)*
3. **Fay:** Well, so much for our big plans for our last weekend together. This rain is supposed to last for days.
4. **Isabel:** I'm not worried. The rain can't cancel our sleepover, and I prepared for this weekend. *(She reaches under the bed and pulls out a box.)*
5. **Fay:** For me? Thank you!
6. **Isabel:** *(laughing)* For both of us! Mom has been helping me print out photos of all the things our families have done together, and your mother gave me a collection of souvenirs recently. *(Isabel opens the box and pours the contents onto the bed.)* I thought we could create a time capsule.
7. **Fay:** *(laughing)* A BFF history project! You're making me do homework! *(She picks up some of the items on the bed.)* Oh, that's a ticket from the school play. Acting was exciting, even though I had to wear a mustache because we didn't have enough boys in the cast.
8. **Isabel:** Your mom saved the mustache. *(sticks mustache onto Fay's face)* Remember this? *(shows photo)* We made friendship bracelets during that camping trip when we were seven. It rained all weekend then, too. I wore my bracelet until it practically dissolved.
9. **Fay:** Every summer since then, we've braided new ones. *(holds out her arm)* We should make some tonight. This one's getting pretty worn.

(continued)

(continued)

10. **Isabel:** Mine is, too. *(She rises from the bed, unpins a card from the bulletin board, and sits beside Fay.)* Do you remember this card? You made it for me when I had a cold and missed the first day of kindergarten. Mom thought you drew a turtle! *(both girls laugh)* I could tell it was your cat. You're still better at drawing than I am.
11. **Fay:** *(sitting up)* That was the only first day of school when we weren't together. I won't know anyone in the new neighborhood. School starts in a month, and I'm already nervous. Mom's new job and our new house are so far away.
12. **Isabel:** We'll call each other. You'll start school the day before I will, so you can tell me all about it when you get home. I'll call you after my first day. This history box—our history—isn't over.
13. **Fay:** We'll be back for Thanksgiving dinner with my grandparents. That weekend, our families are seeing a show at the community theater together.
14. **Isabel:** The BFF history project, to be continued!
15. *(As the girls laugh and hug, the curtain falls.)*



Name _____ Date _____



Opinion/Argument Prompt

Do you think looking at photos of the past and souvenirs is a fun activity to do with a friend on a rainy day? Support your opinion with details from the text and your own ideas.

The Power of Cats

Keep reading to learn more about the relationship of ancient Egyptians with their cats.

¹ Why do people keep cats as pets? Cat owners know that cats make excellent companions. They are playful, intelligent, loving animals. Cats let their owners know they are happy by rewarding them with a loud, rumbling purr or a lick on the arm. They also have the ability to be alone for several days at a time. All these aspects of cat ownership make it easy to see why millions of people today choose to share their homes with cats.

² The ancient Egyptians, who began keeping cats as pets more than 4,000 years ago, probably appreciated the same things about cats that we do today. But the reason they first formed relationships with cats was because the wild cats were keeping animals like mice and rats away from their supplies of grain. They probably began leaving food for the wild cats to encourage them to stay nearby and control the number of rodents. Once this happened, the cats became accustomed to living among people. It's likely that they were brought into homes, tamed, and bred by the Egyptians.

³ There is also evidence that the ancient Egyptians brought cats with them on hunting trips. They would have trained the cats the way that other civilizations have used dogs—to retrieve animals, like fish or birds, for their owners.

⁴ Archaeologists have been able to learn much about cats in ancient Egypt because of clues that have been found in the tombs of Egyptians and in Egyptian artwork. Pictures that were painted on the insides of tombs often show cats as part of everyday life in Egypt. Archaeologists have even found thousands of mummified cats. In Egyptian culture, this means that cats were highly respected. Some mummified cats have even been found with mice, rats, and saucers of milk buried in their tombs!

⁵ There have also been many statues and other sculptures found depicting cats. In fact, one of the Egyptian goddesses, known as *Bast* or *Bastet*, is often shown to have the body of a woman and the head of a cat. She was one of the best-loved goddesses in ancient Egypt, and she was thought to be the protector of women, children, and cats.

⁶ The next time you pet a cat on the head or scratch it under the chin, remember the history of cats in ancient Egypt. And if a cat expects you to treat it a bit like royalty, maybe now you'll understand why!



Write **F** before the sentences that are facts. Write **O** before the sentences that are opinions.

1. ____ Cats are excellent companions.
2. ____ Ancient Egyptians appreciated that cats kept the number of rodents under control.
3. ____ The artwork on the inside of Egyptian tombs is beautiful.
4. ____ Archaeologists have found mummified cats in Egyptian tombs.
5. ____ The Egyptian goddess Bast is often shown to have the body of a woman and the head of a cat.
6. Why did the ancient Egyptians first form relationships with cats?

7. How have archaeologists learned so much about cats and the ancient Egyptians?

8. How do you think the author feels about cats? Use specific examples from the text to support your answer.

9. The ancient Egyptians began keeping cats as pets more than _____ years ago.

One Giant Leap for Mankind

What do your parents and grandparents remember about July 20, 1969?

¹ In the early 1960s, the United States was in a race with the Soviet Union to develop new technologies. A nation's ability to travel in space was seen as the ultimate test, so President John F. Kennedy made a bold speech. He declared that the United States would land a human being on the moon by the end of the decade. On July 20, 1969, this mission was accomplished when two astronauts walked on the surface of the moon.

² NASA's Apollo space program was developed with the specific goal of landing a man on the moon. The first six Apollo missions were unmanned space flights. *Apollo 7* through *Apollo 10* were flights that carried people into orbit around Earth and the moon but did not land anywhere until they returned to Earth. By July of 1969, *Apollo 11* was ready for takeoff. It would be the first flight whose mission was to land on the moon.

³ Launched from the Kennedy Space Center in Cape Canaveral, Florida, the *Columbia* spacecraft carried astronauts Neil Armstrong, Michael Collins, and Buzz Aldrin. After orbiting Earth one-and-a-half times, *Columbia* headed for the moon and orbited it once as well. After reaching a preplanned position on the dark side of the moon, Armstrong and Aldrin entered the lunar module *Eagle* and descended to the surface.

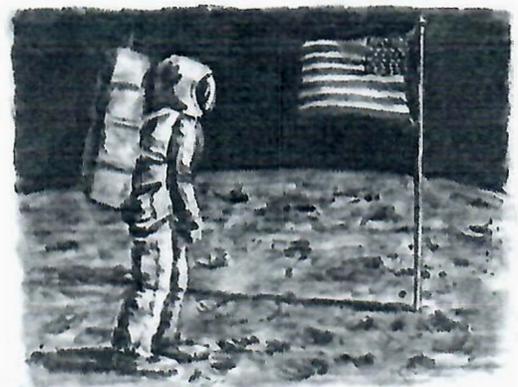
⁴ They were headed to an area of the moon called the *Sea of Tranquility*. However, the area where the *Eagle* was programmed to land was too rocky. Armstrong had to take control of the craft and steer it to a safer place. Because the small craft carried only a limited amount of fuel, this action worried the astronauts as well as the scientists back on Earth. Would there be enough fuel left for the *Eagle* to take off and return to the *Columbia*?

⁵ At least for a while, though, the excitement of having humans on the moon overshadowed their concerns. Neil Armstrong was first to leave the capsule. As he descended the *Eagle*'s ladder, he turned on a camera so that people on Earth could watch this historic event. Watched by more than 600 million people, Armstrong stepped onto the moon and said these very famous words, "That's one small step for (a) man, one giant leap for mankind." Armstrong became the first human to set foot on another object in space, followed soon after by Aldrin.

⁶ While they were on the moon, Armstrong and Aldrin collected soil and rock samples and left behind scientific instruments. They also planted a United States flag and took a phone call from President Richard Nixon. They left behind a plaque that said:

⁷ Here Men From Planet Earth
First Set Foot Upon the Moon
July 1969 A.D.
We Came In Peace for All Mankind

⁸ Everyone held their breath as the *Eagle* took off from the moon. There was just enough fuel for Armstrong and Aldrin to return to the *Columbia* where Michael Collins anxiously waited. All three astronauts returned to Earth safely and became instant heroes all over the world.



1. Check the words that describe Neil Armstrong.

___ shy

___ courageous

___ ambitious

___ funny

___ strong-willed

2. Number the events below to show the order in which they happened.

___ Armstrong and Aldrin entered the *Eagle*.

___ The *Columbia* spacecraft was launched from the Kennedy Space Center.

___ Armstrong and Aldrin planted a flag on the moon.

___ Armstrong steered the *Eagle* to a less-rocky surface.

___ President Kennedy said the United States would land a human being on the moon by the end of the decade.

3. What were Armstrong's first words on the moon?

4. What do you think Armstrong meant when he said this?

5. The *Eagle* was a _____.

6. *The astronauts left behind a plaque on the moon.* Is this statement true or false?

7. Sending a human to the moon was one of the biggest events in the lives of people from an earlier generation. What has the biggest public event been in your life so far?

Happy New Year!

How does your family welcome in the New Year?

¹ New Year's celebrations are a little bit different all around the world. They are celebrated with different customs, traditions, and special foods. They may even be observed at different times of the year. One similarity is that they are all marked by a celebration and a symbolic welcoming of the new year while saying farewell to the old.

² In the United States, we use the Julian calendar, created by Emperor Julius Caesar. Celebrations usually begin on December 31, or New Year's Eve, and continue on into January 1, the first day of the new year.

³ Probably the most famous American celebration takes place in New York City's Times Square. A large crowd gathers below the 1,070-pound crystal ball that measures six feet in diameter. At 11:59 P.M. the ball is lowered. It reaches the bottom of the tower at the stroke of midnight, and the crowd erupts into cheers and exclamations of good wishes. Many people watch the ball drop on television during their own New Year's celebrations. It is common for people to count down to the new year as they watch the ball drop.

⁴ Making New Year's resolutions is another popular American tradition. Many people see the beginning of a new year as the time to make changes or have a fresh start. New Year's resolutions can serve as promises or reminders to oneself of changes and improvements to be made over the course of the upcoming year.

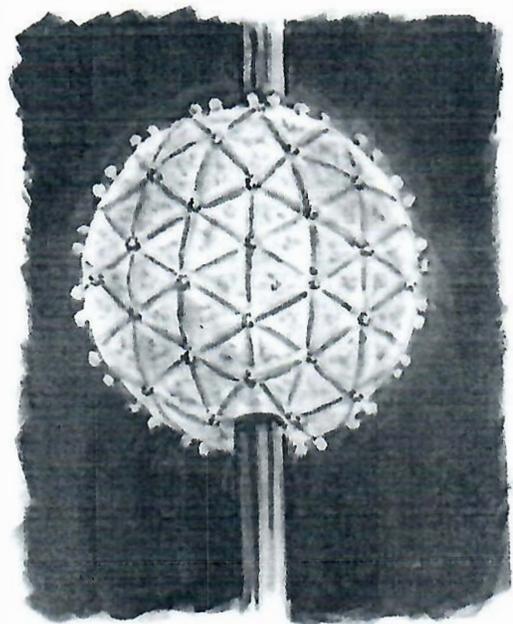
⁵ Black-eyed peas, ham, and cabbage are traditional dishes to serve on New Year's Day. They are symbols of good luck and prosperity for the coming year. People in other countries also have New Year's traditions surrounding food. For example, the Dutch often eat doughnuts to welcome in the New Year. Because doughnuts are shaped like a circle, they are thought to

symbolize the completion of a cycle—the beginning of a new year and ending of the previous year.

⁶ In Japan, people eat long soba noodles in celebration. Eating these noodles without breaking them symbolizes long life. In Spain, there is the tradition of eating 12 grapes at midnight. This marks successful grape harvests of the past and the hope for more in the future.

⁷ One of the most colorful New Year's celebrations takes place in China and at Chinese festivals around the world. The Chinese New Year is determined by the lunar calendar, and falls between January 21 and February 19. The festival lasts about two weeks. During this time, towns are decorated with colorful lanterns and flowers. People thoroughly clean their homes to symbolize getting rid of the misfortunes of the previous year. Parades and fireworks mark the festivities, and seafood and dumplings are traditionally eaten.

⁸ The next time January 1 approaches, take some time to consider the events of the previous year. Think about your goals and hopes for the next year. Maybe you can even start a new tradition with your family and friends to welcome in each new year!



1. Check the line beside the word that best describes what type of selection this is.

_____ fiction

_____ informational

_____ folktale

2. How do people celebrate New Year's Eve in Times Square?

3. Name two foods that people traditionally eat on New Year's Day.

4. Why does the Chinese New Year fall on a different day than the American New Year?

Circle the word that best completes each sentence.

5. New Year's customs and traditions _____ from country to country.

vary decline exist

6. The foods people eat in celebration of the New Year often _____ their wishes for the coming year.

cancel explain symbolize

7. Many people see the beginning of a new year as a time to make a _____ start.

special fresh careful

8. What do you do to celebrate New Year's Eve or New Year's Day?

9. Name one similarity and one difference between Chinese and American New Year.

Week Eight



Summer Practice

Name _____

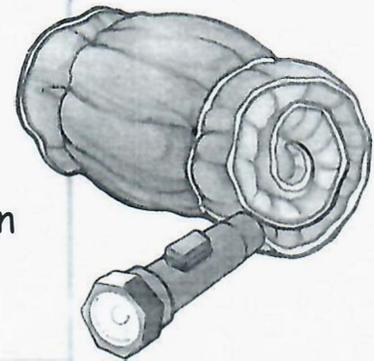
Birthday Mail

dear daniel

you are invited to celebrate my 11th birthday with my family and me We will be camping overnight at bat cave camp in Smoky ridge state park. We'l hike swim and fish at the park. We will leave at 10.00 am from my house at 9231 cypress road on saturday the 16th. your parents can pick you up at 6-00 pm at my house on sunday the 17th, or you can call them for a ride home after we get back



- names of places
- dates
- colons in time



MONDAY

WEEK 8

We will have a tent food and cooking gear. You will need to bring a sleeping bag a flashlight extra batteries hiking boots a cap insect repellent sunscreen and all your clothing. If you have a fishing pole, you might want to bring it along? Please call 555-3020 to let us know if you will be able to come I shure hope you can!

your Friend

Nick



- commas

TUESDAY

WEEK 8

Name _____

Dear daniel,

thank you so much for coming to my birthday camp-out. I had a great time with Mike Tony and you. The headlamp you gave me was a grate gift its the perfect thing to use for exploring caves. I really like having both my hands free when Im walking in a dark cave, and a light on my head is the perfect solution. Its so much better than a regular flashlight. Thanks



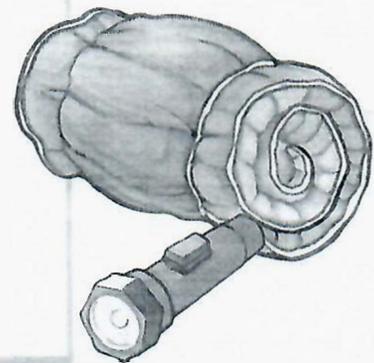
- commas

WEDNESDAY**WEEK 8**

My Mom took my film to be developed today, and the pictures from our camping trip should be ready next week i'm not sure if the pictures we took in the cave will turn out. It might have been to dark i cant wait to see the pictures of that fish we caught. we are getting to copies so that you can have some pictures for your album

your friend

nick

**THURSDAY****WEEK 8**

Name _____ Date _____

Read the passage below.

The Sword in the Stone

1. Many, many years ago in the kingdom of Britain lived a wizard named Merlin. Upon the death of the king, Merlin took a sword and thrust it into a large stone that lay in a clearing of the forest. He then declared that whoever could remove it would be the next king. Many knights tried their hand at removing it, but none succeeded. The sword remained where it was put, and there was no king for the people all the while.
2. At that time there lived a young boy named Wart who knew nothing of this sword or of Merlin's words. Wart was the son of Sir Ector, one of the great knights of the kingdom. He lived in Sir Ector's castle along with his older brother, Kay.
3. Though Wart and Kay were good friends, they weren't always able to spend much time together. As Sir Ector's oldest son, Kay was expected to follow in his father's footsteps and train to become a knight himself.
4. While Kay was training, Wart would wander about exploring the forest. On one such occasion, Wart stayed out wandering longer than usual and traveled so far from the castle that he couldn't find his way home before the sun set and all fell into darkness. He was lost!
5. As Wart struggled to find his way back to the castle, he suddenly heard a strange voice behind him.
6. "Hello, young traveler," said the voice. Wart swung around and saw an old man with a long white beard dressed in flowing robes. "I am the wizard Merlin," said the man. "I will help you find your way."
7. As they walked, Merlin offered to teach Wart the ways of nature and life. Wart agreed and learned a great deal about virtue and leadership from the wizard.

(continued)

(continued)

8. By the time Wart returned home, Kay had become a knight and Wart was required to be his servant. For his part, Wart still loved his brother and didn't mind being treated like second best. Little did he know that this would soon change.
9. One day, a great tournament was held to determine, finally, who would be the next king. To Wart's surprise, Merlin was at the tournament, standing in the shadows.
10. All the knights attended in full armor and competed on horseback against one another. During the tournament, Kay broke his sword and ordered Wart to return home and get another. Wart did as he was instructed, but he couldn't find another sword anywhere.
11. Wart decided to cut through the forest to get back to the tournament. It was there that he came upon the sword in the stone. He didn't realize that this was a special sword, but he was grateful to find *any* sword at all for Kay. Giving it one firm pull, Wart easily removed the sword from the rock and took it to his brother.
12. When Kay and the others realized which sword Wart had come back with, they fell to their knees before him. At that moment, Merlin came forward and revealed that Wart had been adopted by Sir Ector and that his real father was the late king. He also announced that Wart's real name was Arthur and that he was now the king of England.





Narrative Prompt

Rewrite the story from Merlin's point of view. Base your story on the details in the text, but include your own ideas as well.



Earning Power

Will Jamila ever be able to buy the bike she wants?

¹ Jamila sat on the front porch, bouncing a small rubber ball against the worn wood planks. Tyler sat in the rocker next to her. "What's wrong, Jamila?" he asked. "Did you ask your parents about the bike?"

² Jamila nodded as she bounced the ball. "They said that I have a perfectly good bike. I tried to tell them that I need a racing bike with gears, but they just didn't understand."

³ "When is your birthday?" asked Tyler helpfully. "Maybe you could ask for a new bike for your birthday."

⁴ Jamila shook her head. "It was more than a month ago," she said. "I don't think I'm going to get this bicycle, Tyler. I have some of my birthday money left from my grandparents, but it won't be enough to buy the bike I want."

⁵ Jamila and Tyler sat quietly on the porch for a few minutes. The only sound was the steady thud of the rubber ball hitting the porch. Suddenly, Tyler jumped up. "How much do you want this bike?" he asked Jamila.

⁶ "I really want it," said Jamila. "I want to start training with the Green Ridge Cyclists. If I don't start training in the next month, I won't be ready to ride in the annual fundraiser."

⁷ "Have you asked your parents if they have any chores you can do around the house?" suggested Tyler. "When I was saving to buy my skateboard, my parents posted a list of things I could do. We agreed on an hourly rate, and every time I completed a chore, I logged it on the list with the amount of time it took me to get it done."

⁸ For the first time all afternoon, Jamila started to feel a bit hopeful. "That's a great idea, Tyler," said Jamila. "My parents are always saying that there just aren't enough hours in the day for everything they need to do."

⁹ A few days later, Tyler stopped over at Jamila's house. She and her mom were crouched over the flowerbeds in the front yard. "Hi, Tyler," they said in unison as they watched him walk up the path to the house.

¹⁰ "Tyler, I want to thank you for your creative thinking," said Mrs. Johnson, wiping her hands on her jeans. "We're almost done weeding all the flowerbeds, and with Jamila's help, it took me half the time. Yesterday, she painted the garage, wrapped birthday presents for her cousins, and helped her dad clean out the attic."

¹¹ Jamila smiled. "At this rate, I'm going to have my bicycle in no time."

¹² "And Jamila's dad and I are going to have a clean, organized house and some free time," added her mom.

¹³ Tyler grinned. "I'm glad I could help. I don't suppose that making cookies is on your list of things to do today, is it?"

¹⁴ Jamila and Mrs. Johnson laughed. "Maybe if we had a little more help with the rest of the weeding," Jamila said.



1. Check the phrase that best describes the author's purpose.

_____ to entertain

_____ to instruct

_____ to explain

2. What problem does Jamila have at the beginning of the story?

3. How does Tyler help her solve the problem?

4. Why does Mrs. Johnson like Tyler's idea?

Write **F** before the sentences that are facts. Write **O** before the sentences that are opinions.

5. _____ Jamila wants to buy a new bike.

6. _____ Jamila helps her mom weed the garden.

7. _____ Tyler is a creative thinker.

8. _____ Tyler hopes that Jamila and her mother will make cookies.

9. _____ Jamila's parents should buy the bike for her.

10. Name one way Jamila and Tyler are similar. Name one way they are different.

11. Why does Jamila think her parents might want some help with chores? Quote the text to support your answer.

A Garden in the Clouds

Will Fiona and Nora find a place where they can have a garden in the city?

1 Fiona and Nora were becoming accustomed to life in the city. They were learning their way around, and they were discovering all kinds of exciting things. The best library they had ever been to was right across the street from their apartment. It had an enormous selection of books, and they had already made friends with Ms. Applebaum, one of the librarians. Sometimes, she put books aside that she thought Fiona and Nora might enjoy.

2 The sisters still missed some things about living in the country, but they had learned that they just needed to look a bit harder to find similar things in the city. After they had discovered the nearby park with their mother one day, they spent a lot of time there. They roller-bladed on the trail that ran around the perimeter of the park. Their dad made friends with the man who sold food for the ducks, and he always gave them an extra handful.

3 The one thing that Fiona and Nora still missed about their old farmhouse was having a place for a garden. Both girls had inherited their mother's green thumb. Last summer, they had grown so many tomatoes they were able to make enough spaghetti sauce to last most of the winter.

4 One afternoon, Fiona, Nora, and Mom decided to take a different route to the park. They liked to explore the side streets on their way there. Nora looked up when a large cloud passed overhead. She noticed something that looked like a tree on top of the building beside her.

5 "That looks like a tree on the roof!" she exclaimed. Fiona and Mom looked up. They couldn't see very well because they stood directly below the building. They walked a bit further down the street, and then they crossed over to the other side to get a better view.



6 "You're right, Nora," said Fiona. "I think there's actually a whole garden up there! I can see a trellis with some flowers creeping up it. And there are some more pots along the far side of the roof."

7 "It looks like they have a rooftop garden," said Mom. "I've heard of them, but I've never actually seen one before. People who live in cities sometimes use the space on the top of their buildings for gardening."

8 "Do you think we could start one on the roof of our building, Mom?" asked Fiona.

9 Mom smiled. "We'll have to check with the superintendent of our building first," she replied. "But I doubt it will be a problem. I've seen a sign for stairs leading to the roof. I've even seen a family taking a picnic dinner and a telescope up there."

10 Nora grinned. "Sometimes, you just have to look a little harder to find what you're looking for in the city."

1. Check the phrase that best describes the author's purpose.

_____ to tell a story about two sisters discovering rooftop gardens

_____ to persuade the reader to start a rooftop garden

_____ to share information about the best type of plants to use in a rooftop garden

dialogue is what a character says. The words in dialogue are always in quotation marks.

2. On the line below, write the words that are dialogue in paragraph 5.

3. Check the word or words that best describe what type of selection this is.

_____ historical nonfiction

_____ folktale

_____ fiction

4. Do you think Mom will help the girls start a rooftop garden of their own? Why or why not?

An **idiom** is a group of words that has a special meaning. For example, the idiom *hit the hay* means *go to bed*. Write the idiom from paragraph 3 on the line under its meaning.

5. a talent for growing plants

6. Why is the title of the story "A Garden in the Clouds"? Think of another title that could fit this story.

7. Why does Mom think that a rooftop garden won't be a problem in their building?

8. What is the main idea of paragraph 2?

Looking for Something Green

Will Fiona and Nora ever get used to living in the city?

¹ Fiona and Nora stared out the window of the apartment. If they looked up State Street to the right, they could see several skyscrapers with shiny windows that glittered like jewels in the midmorning sun. If they looked down the street to their left, they could see a parking garage and an impressive looking building their mother had told them was the downtown library. Straight below them was a tangle of traffic that seemed to stretch as far as they could see. They could hear the honking of horns and the shouting of street vendors.

² "It's so different here," sighed Fiona. "I miss our old farmhouse. When we looked out the window at home, all we could see were acres of green grass and trees. I don't think I can see a single green thing from this window in any direction."



³ "Well," said Nora, "that man is wearing a green jacket. And I see a green truck. Look! That woman is carrying a potted plant that has a lot of green leaves!"

⁴ Fiona gave her little sister a look. "You know that's not what I'm talking about," she said. "I just feel like everything here is made of stone and steel and glass. We don't even have a lawn or a tree that we can sit under and read. What if we wanted to have a cook-out like we used to do in our backyard? Where will Mom plant her flowers? What if we wanted to play ball?"

⁵ Mom walked into the room just in time to hear what Fiona was saying. "Okay, girls," said Mom. "I think it's time we went on a walk. We're going to go exploring. Our mission is to find ourselves a little piece of green space right here in the city."

⁶ "Mom," said Fiona, "I don't think there is any green space here. We live in the city now, not the country."

⁷ "Come on," said Mom, grabbing her daughters by the hand. "Let's see what we can find."

⁸ Fiona, Nora, and their mother walked past the vendors selling hot dogs and pretzels. They walked past the skyscrapers with shiny windows, the tangle of traffic, and the bustle of people in business suits. Suddenly, Fiona and Nora saw a bit of grass and a park bench. They turned the corner and began to grin. They saw an enormous grassy park filled with trees. There was even a pond with a fountain. A girl on a bicycle stopped to let two ducks waddle past her.

⁹ As Fiona, Nora, and Mom made their way toward the pond, Mom smiled and said, "What do you think, girls?"

¹⁰ Fiona and Nora smiled back. "We found our little piece of green in the city," said Nora.

Read the descriptions below. Write **F** next to the phrase if it describes Fiona. Write **N** if it describes Nora.

1. _____ says she can't see anything green from the window
2. _____ feels like everything is made of steel, stone, and glass
3. _____ points out several green things on the street below
4. _____ says she misses their old farmhouse
5. _____ says they found their piece of green in the city
6. What do you think "green space" is?

7. What problem do Fiona and Nora have in this story?

8. Where do you think Fiona and Nora used to live before they moved to the city?

9. Nora points out three green things she can see from the window. What does Fiona mean when she says, "You know that's not what I'm talking about," to her sister?

10. On the lines below, summarize paragraph 8.

11. Do you live some place where there is green space nearby? How important is that to you? Explain.
