

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 Sixth 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 sixth 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 sixth 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 Door in the Wall	de Angeli
All Creatures Great and Small	James Herriot
Anne of Green Gables Series	Lucy Montgomery
Banner in the Sky	James Ramsey Ullman
Baseball's Biggest Bloopers	Dan Gutman
By the Shores of Silver Lake	Laura Ingalls Wilder
Call it Courage	Sperry
Chasing Redbird, Granny Torrelli Makes Soup	Sharon Creech
Chronicles of Narnia Series	C.S.Lewis
Cooper Kids Adventure Series	Frank Peretti
Eleven	Giff
Freak the Mighty	Rodman Philbrick
Freedom Crossing	Clark
Frindle, Room One	Andrew Clements
Hannah West in the Belltown Towers	Linda Johns
Hatchet	Gary Paulsen
House with a Clock in its Walls	John Bellairs
Island of the Blue Dolphins	Scott O'Dell
Julie of the Wolves	and other books by Jean C. George
Lily's Crossing	Patricia R. Giff
Listening for Lions	Whelan
Little Women	Luisa May Alcott
Mockingbird	Kathryn Erskine
My Side of the Mountain	Jean C. George
Promises in the Wind	Irene Hunt
Samuel Morris	Baldwin
The Black Stallion Returns	Walter Farley
The Candymakers	Wendy Mass
The Case of the Left-Handed Lady	Nancy Springer
The Cay	Theodore Taylor
The Dreamer	Pam Munoz Ryan
The Dreamer, the Schemer and the Robe	Jenny Cote
The Girl Who Could Fly	Forester
The Hiding Place	Corrie Ten Boom
The High King Series	Lloyd Alexander
The Mailbox	Shafer
The Summer of the Swans	Betsy Byars
The Wanderer	Sharon Creech
The Yearling	Rawlings
The Young Underground Series	Robert Elmer
Tuck Everlasting	Natalie Babbitt
Voyages of Dr. Dolittle	Hugh Lofting
We are the Ship	Kadir Nelson

***Please feel free to choose some of your 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:
 - o Username: _____
 - o Password: _____
 - o 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:
 - o **Integrity:** Students should take the AR tests independently. If the book was read to the student - please check the appropriate box to indicate this.
 - o **Rigor/Challenge:** Students must choose books at their reading level. Please see the range listed above and choose books within that range.
 - o **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.
 - o **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.
 - o **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 _____

Electric Energy

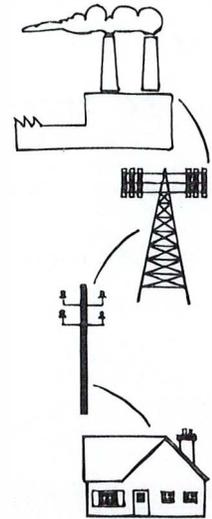
You come home one evening in november. The house are dark and cold mom unlocks the front door and you hurry inside. You fumble in the darknes. until you find the switch. You flip the switch and the room fills with bright light. Mom walks over and flips another switch Hot air from an electric heater begins to warme the room. Have you ever wondered what life would be like without electricity.

MONDAY

week 1



- question marks



Before people had electric energy at home they had to use candles or lanterns to light up the darkness. Houses was heated by burning wood inn stoves or fireplaces. fire was also used for cooking. Stoves were heated by burning wood coal or gas How do we cook today. Many stoves use heat from electric energy high-speed microwave ovens also use electric energy.



- question marks

TUESDAY

Name _____

Where does electric energy come from. How does power get to the electric outlets at your house it all starts at a power plant. The power plant use energy to make electricity Some power plants use energy from flowing water to make electricity and some use energy from steam. This energy is used to make a machine spin? The spinning machine uses wires and magnets to create a electric current.



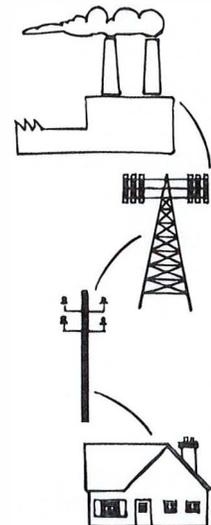
- question marks

WEDNESDAY

The electric current made at the power plant flows through large wires these are called transmission lines The transmission lines carry the electric current to a energy substation? From there, the electric current flows through distribution lines. Have you see these lines they is held up by poles. These lines carry electricity to your house that is how you get power when you flip a light switch.



- question marks



THURSDAY

Name _____ Date _____

Read the passages.

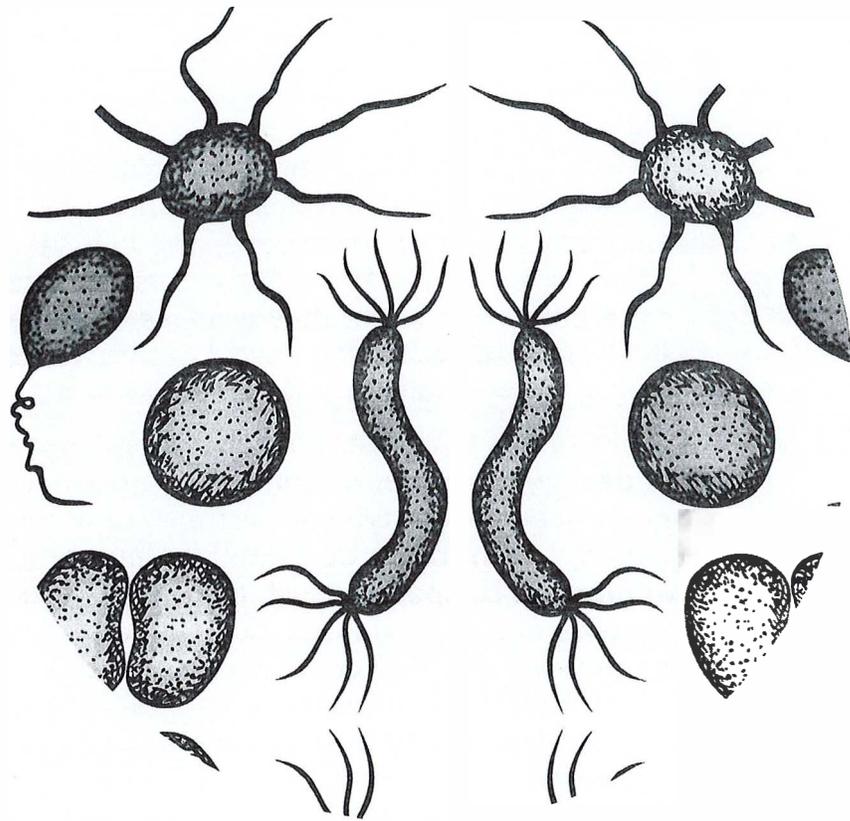
Microbes

1. Microbes are tiny organisms. They are microscopic, which means that they are so small they can be seen only with a microscope.
2. The word *microbe* is short for *microorganism*. The prefix *micro-* actually means "small." Bacteria, viruses, fungi, and algae are single-celled microbes.
3. Microbes are the oldest form of life on Earth. They have lived on our planet in some form for billions of years. Microbes are everywhere. They are in just about everything. They can be found in the deepest oceans, the darkest soil, and the highest clouds. They are in the food we eat, the water we drink, and the air we breathe. Microbes can even be found on the inside and outside of all living things—including people!
4. Microbes can be either harmful or helpful to people. For example, strep throat is caused by a bacterial infection. These bacteria—microbes—make people sick. Therefore, we think of those microbes as being harmful.
5. On the other hand, some bacteria have a helping relationship with people. A certain kind of bacteria lives inside the digestive tract of all human beings. These bacteria help the body break down food. Therefore, they are considered helpful.
6. People have learned to take advantage of the properties of microbes. For example, a long time ago, people learned that adding yeast to dough makes it rise. The result is delicious bread. We also learned that adding different bacteria to cow's milk can produce different end products such as cheese and yogurt.

(continued)

(continued)

7. Scientists even grow some microbes intentionally to fight other microbes. For example, fungus is used to make penicillin. The discovery of this critically important medicine was a turning point for humankind. Penicillin's amazing ability to fight bacteria such as those that cause strep throat has helped us overcome serious illnesses and greatly improved the quality of life.



(continue to next passage)

Name _____ Date _____

(continued)

Microbes: Nature's Waste Cleanup System

1. Many people believe that microbes are aggressive, deadly creatures that should be destroyed at all costs. And in some cases, they're right. Certain types of microbes can be harmful or deadly to people and the environment.
2. But don't be so quick to paint all microbes with that "enemy" brush. People and animals can—and do—exist quite peacefully side by side with many different kinds of microbes. Some of these microbes can even be looked on with a friendly eye!
3. Think for a minute about the amount and type of waste that is generated every day. Consider the amount of waste that leaves one house each week, and then multiply it by the number of houses on a block, in a neighborhood, and in a city. It's a staggering amount of waste. And it doesn't appear that people will reduce the amount of waste they produce anytime soon. This means that we need to do a better job of getting rid of waste. We can't just throw it in a landfill and hope for the best.
4. What does this have to do with microbes? Well, some microbes can be very deadly—to waste. Scientists have discovered that when they introduce certain type of microbes to problem areas, such as oil spills, the microbes do something amazing. They break down problem compounds such as oil and water and turn them into harmless substances, such as water and carbon dioxide. And, unlike chemical solutions to waste cleanup, the microbes don't produce toxic by-products. That means they aren't harmful to people, animals, or the environment. Microbes are a natural waste recycler that cost little, do the job well, and don't cause more problems than they solve



Informative/Explanatory Prompt

What are some ways that people have used microbes to benefit themselves and the environment? Support your explanation with details from both texts.

.....

Night Flyers

What other creatures are associated with the night?

¹ Have you ever heard a hooting or screeching sound in the night and wondered if you were hearing an owl? It's more likely that you have heard an owl in the wild rather than seen one. Owls are nocturnal, which means that they are active mostly at night. Owls feed on live prey, and the darkness makes it harder for them to be seen by the small animals they hunt.

² There are more than 175 species of owls, but they are generally divided into two categories--common owls and barn owls. Barn owls have a light-colored, heart-shaped face. Common owls are a diverse group with many different patterns and colorings, but all have a round face. The largest owls are as big as eagles. The smallest is the elf owl, which lives in Mexico and the southwestern United States. It measures only five inches and makes its home in the holes woodpeckers create in large cacti.

³ One attribute that is common to all owls is their sharp sense of hearing. Because they hunt at night, hearing is especially important to their survival. Owls have the ability to hear a rodent's movements from hundreds of feet away. In many species, the ear openings are positioned asymmetrically, or unevenly, on the owl's head. This is important to the owl's keen sense of hearing because it allows the owl to more accurately locate the source of the sounds.

⁴ Owls are farsighted, meaning they cannot see well at close distances. However, they can see well in dim light, which enhances their hunting skills. Unlike most animals, an owl's eyes do not move. Instead, the owl must turn its entire head to see anything that is not directly in front of it. For this reason, the owl has an extremely flexible neck. It is able to turn its head about 270 degrees. That is three quarters of a circle!

⁵ Another common attribute to all owls is their nearly silent flight. This keeps the owl's prey from hearing it approach, but it also permits the owl to use its hearing to locate the exact position of the animal. Owls' wings are a very soft, downy type of feather that muffles the sound in flight. A fringe of feathers along the edges of the wings is also thought to quiet the flapping sound of the owl's wings.

⁶ Owls are found in the myths, folklore, and legends of many cultures. In France, archaeologists discovered cave paintings between 15,000 and 20,000 years old that contain images of owls. Mummified owls have also been found in Egyptian tombs, which indicates they were respected in ancient Egyptian culture.

⁷ Owls symbolize wisdom in some cultures. In others, they are feared and thought to bring bad luck. It is likely that the negative associations with owls came about because they are nocturnal creatures. Things associated with night and darkness have often been feared throughout history.

⁸ The next time you are out at night, listen quietly for the sounds of an owl. You may be lucky enough to catch a glimpse of an owl's gleaming eyes or watch an owl soar across a field in nearly silent flight.



1. How are barn owls different from common owls?

2. Why is the owl's sense of hearing important to its survival?

3. How do archaeologists know that ancient Egyptians respected owls?

4. What is unusual about the owl's neck and eyes?

5. In what part of the world does the smallest owl live?

6. What is one reason that owls have been feared in some cultures?

7. A **summary** is a short sentence that tells the most important facts about a topic. Check the sentence below that is the best summary for paragraph 3.

___ Owls hunt at night.

___ Owls have a sharp sense of hearing, which helps them to be strong night hunters.

___ Some owls' ear openings are positioned asymmetrically.

8. What was the author's purpose in writing this selection?

9. In paragraph 4, enhances means

___ makes weaker

___ makes better or stronger

___ changes

Living Lights

What would it be like to glow in the dark?

¹ Very few organisms that live on land have the ability to glow in the dark, but it is a surprisingly common characteristic among deep-sea marine creatures. In fact, about 90 percent of animals that live 200 to 1,000 meters below the surface of the ocean are bioluminescent.

² The word *bioluminescence* (bahy-oh-loo-muh-nes-uhns) comes from the Greek word *bios*, which means *living*, and the Latin word *lumen*, which means *light*. It refers to organisms that produce light as a result of a chemical reaction. Bioluminescence is a cool light. In a lightbulb, about 97 percent of the energy is used to create heat, and only 3 percent is used to create light. When bioluminescence is produced, very little energy is used to create heat. This is one reason that scientists are so interested in learning about bioluminescence and how it might be used to create more efficient, less wasteful light sources.

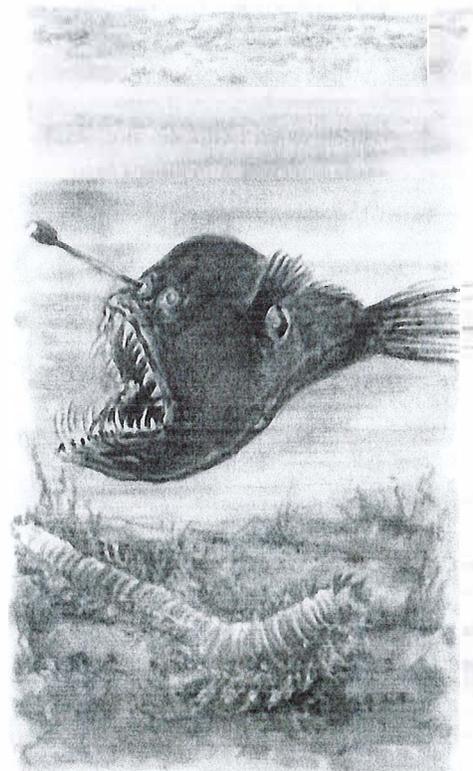
³ Ocean animals use bioluminescence in various ways. You might think that light would not be very effective as camouflage because it would draw attention to an animal instead of helping it hide. However, if you were a predator hunting a bobtail squid and you looked up at the squid's belly, its bioluminescence would allow it to blend with the stars of the night sky.

⁴ Other animals use bioluminescence to attract mates. This is the case with fireflies on land, who use light signals to attract others of the same species. It is also true of ocean animals like the Bermuda fireworm.

⁵ One species of squid uses bioluminescence to confuse predators. If it feels threatened, it spews a cloud of bioluminescent chemicals. While the predator is surprised and confused, the squid has time to quickly escape.

⁶ Another possible use of bioluminescence is to lure prey. The cookie cutter shark is one animal that uses its light in this way. Patterns of bioluminescence on the shark's underside may resemble small fish to predators like tuna or mackerel. When they come closer to investigate, the shark attacks. The anglerfish uses a similar method to capture prey. It extends a glowing lure from an appendage on its head. Other fish mistake the glowing lure for a meal and venture closer. When they do, the anglerfish moves quickly and snaps them up.

⁷ Because many bioluminescent animals live deep underwater, most people don't have the opportunity to observe them. However, tiny one-celled creatures called *dinoflagellates* (din-uh-flaj-uh-leyt) live in the sea and produce much of the visible bioluminescence near the ocean's surface. In areas that have large numbers of dinoflagellates, the motion of waves, a boat, a porpoise, or even a hand can easily disturb them and cause them to glow. On a dark night, this eerie but beautiful sight can create quite a light show in the ocean!



1. Write a sentence that tells the main idea of the passage.

2. Explain one way in which an animal can use bioluminescence to lure prey.

3. What kind of creature produces much of the visible bioluminescence near the ocean's surface?

4. How does bioluminescence help camouflage the bobtail squid?

5. How is bioluminescence different from the light produced by a lightbulb?

6. What can cause dinoflagellates to glow?

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

____ science fiction ____ informative ____ fantasy

8. The Latin root **mar** means *sea*. Find a word in paragraph 1 with the root **mar**.

9. The Latin root **fic** means *make* or *do*. Find a word in paragraph 2 with the root **fic**.

10. The Latin root **tract** means *pull* or *drag*. Find a word in paragraph 4 with the root **tract**.

A Mysterious Glow

Have you ever seen an organism that glows? Where were you?

¹ It was the Taylors' first night at the beach. Miles, Sophie, and their parents sat outside and enjoyed a big seafood dinner that included fresh fish, scallops, crab, coleslaw, and corn on the cob. The sun was a ball of fire as it slipped into the ocean and left a peach-colored glow in the sky. They played several board games, and by nine o'clock, everyone had caught their second wind.

² "How does an evening stroll along the beach sound?" asked Mrs. Taylor, stretching as she stood up. "It's a beautiful night, and I don't think you kids have ever seen stars the way they look over the ocean at night."

³ "Sounds good to me," said Mr. Taylor, collecting the game pieces on the coffee table and putting them back in the box.

⁴ Sophie used a flashlight to guide the group down the sandy path in between the cottages, and in just a few minutes the Taylors found themselves on the beach. Miles and Sophie took off their flip-flops and let the sand squish between their toes.

⁵ "The sand is so much cooler than it was earlier today!" exclaimed Sophie, remembering how she had danced across the beach to the water to keep from burning the soles of her feet.



⁶ Mrs. Taylor nodded. "The sand absorbs the sun's heat during the day, but it cools off quickly as soon the sun goes down."

⁷ Miles and Sophie walked ahead of their parents, wading in the gentle waves along the shore as they tried to pick out constellations in the cloudless sky. "Miles," said Sophie after a few minutes, "do you notice anything weird about the water? Doesn't it seem like it's almost glowing?" She stopped walking and kicked her bare foot in the water. There was an explosion of milky-green light where Sophie kicked. Miles and Sophie looked at one another. "This is totally bizarre," said Sophie.

⁸ She and Miles crouched at the water's edge and ran their hands back and forth rapidly in the cool water. Swirls of light traced the pattern their hands had made.

⁹ Their parents had finally caught up to Miles and Sophie. "Did you find something?" inquired Mrs. Taylor, kneeling beside Sophie. Before Sophie even had time to answer, Mrs. Taylor gasped. "This is incredible," she said swirling her hands in the water. "I've read about it, but I've never seen it myself. Ian, did you see this?" she asked Mr. Taylor.

¹⁰ He nodded, and even in the dim light Sophie and Miles could see the look of amazement on their dad's face. "What is it, Mom?" asked Sophie. "Why is the water glowing?"

¹¹ "It's called *bioluminescence*," said Mrs. Taylor. "You're not actually seeing the water itself glow. There's just a high concentration of tiny organisms in it that create light. It's similar to the type of light that fireflies produce."

¹² "I think we were all too busy looking at the stars in the sky to see the ones in the ocean," marveled Mr. Taylor.

-
1. Write one sentence from the story that indicates how the Taylors felt about discovering the bioluminescence.

2. What happened when Sophie kicked the water?

3. What explanation does Mrs. Taylor have for why the water is glowing?

4. Why do you think the Taylors didn't notice the glowing water right away?

5. Do you think that Sophie and Miles will try to learn more about bioluminescence when they get home? Why or why not?

Read the sentences below. Write **B** next to the sentence if it tells about something that happened before Miles and Sophie noticed the water was glowing. Write **A** if it describes something that happened after.

6. ____ Mrs. Taylor swirled her hands in the water.
7. ____ Mr. Taylor collected the game pieces from the coffee table.
8. ____ Miles and Sophie picked out constellations in the night sky.
9. ____ Miles and Sophie took off their flip-flops.
10. ____ Mrs. Taylor knelt beside Sophie.

Write the idiom from paragraph 1 on the line next to its meaning.

11. felt refreshed _____

A metaphor is a comparison of two things without using the word *like* or *as*. For example, *Her fingers were icicles*. Find the metaphor in paragraph 1, and write it on the line.

12. _____

Week Two



Summer Practice

Name _____

A Woman of Science

Marie Curie was born in Warsaw, Poland, in 1867.

As a young girl, Marie loved science and she was an excellent student. When Marie was older, she wanted to study science and math at a college in Warsaw. At that time, however, women were not allowed to study at Polish colleges, so Marie continued to study and read textbooks on her own. She also studied with other women at a secret school.



- commas



MONDAY

Week 2

When Marie Curie was 24, she went to Paris, France, to attend college. She went to the Sorbonne, a very well-known university. Curie didn't have as much science training as many of the other students. She had to work very hard, but soon she was the best student in her class. Curie graduated with a science degree in 1893. By the next year, she had completed a second degree in math.



- commas

TUESDAY

Name _____

In 1896, curie learn of recent discoveries made about the element uranium an element is a pure substance that cannot be broken down any further. Another sientist had discovered that uranium gave off a type of energy Marie curie begun studying this energy She called it "radioactivity" she wanted to find out how uranium was able to create radioactivity?



- run-on sentences

WEDNESDAY

marie curie spended the rest of her life studying radioactivity. She discovered that uranium gives off radioactivity through its atoms curies work helped scientists learn more about atoms? Even more importantly, curie discovered two new elements and they both were radioactive. By the end of her life in 1934 marie curie had become the first woman to receive a nobel Prize for her work.



- commas



THURSDAY

Name _____ Date _____

Read the passages.

The Times

THURSDAY, MAY 20, 1869

First Transcontinental Railroad Completed, May 10, 1869

1. After six long years of construction, the nation's first national railroad system has been completed. The rail line is known as the First Transcontinental Railroad. It connects the eastern and western halves of the United States. Soon travelers will be able to ride the rails from one end of the country clear to the other.
2. The Union Pacific and Central Pacific Railroad Companies celebrated their accomplishment with a ceremony in Utah. Here they joined the eastern and western halves of the tracks. Leland Stanford, president of Central Pacific, was given the honor of driving the final spike into the rails. The large crowd on hand laughed when Stanford's first swing completely missed its mark. His next few swings were more successful, and bells and whistles rang out with each tap of the spike.
3. The national railroad has a long history. Asa Whitney, an American businessman, first suggested the railroad in 1845. Members of Congress were interested in the idea. However, they could not give it much attention due to more pressing national issues. The railroad plan finally moved forward in 1861. That's when the Central Pacific Railroad Company was formed in California. This company, led by Theodore Judah and Collis P. Huntington, got the project off the ground.
4. To fund the project, Congress passed a special bill in 1862. The bill divided the work between the Central Pacific and another newly formed company, the Union Pacific Railroad. Central Pacific was charged with laying the tracks heading east from California. Union Pacific was charged with laying the tracks heading west from the Missouri River. Both companies employed large numbers of men. They faced long hours, harsh weather, difficult landscapes, and many other problems.
5. At first, the workers heading west worked more quickly. They were able to lay a long length of track. The men heading east were off to a slower start. Their territory included harsh mountain ranges. Eventually, this group began to move more quickly.
6. The two companies finally met in Utah. They joined the final lengths of track with a golden spike. By the time the two groups met, Union Pacific had laid 690 miles of the track. Central Pacific had laid 1,086 miles of the track.

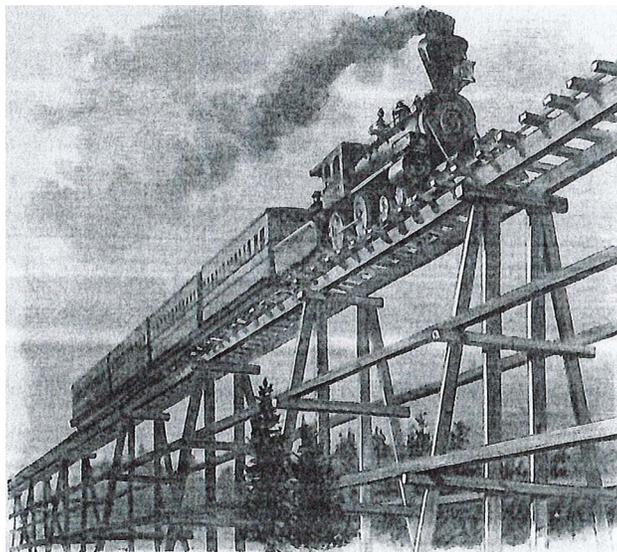
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Westward Rails

by Jonah Whitley

1. In April 1872, I convinced my wife, Emily, to join me on a trip across the United States on the great rail line that had been built to connect the East and West some years earlier.
2. Emily wasn't terribly thrilled about the idea. She was convinced that it would be a long and uncomfortable journey. She was also worried by stories of train wrecks. Luckily, I was able to talk her into it.
3. Our first surprise came when we bought our tickets in New York City. We learned that the trip to California would cost us only about \$150! While that is a lot of money, before the new railroad, it would have cost us about \$1,000.
4. We were amazed as we boarded the train that would take us from New York to Nebraska. We had our very own sleeping compartment with a sofa that turned into a bed. It was larger than I imagined. Emily seemed quite pleased with our quarters.
5. The train let out a great puff of smoke as it left the station. We soon learned that we would have to get used to a great deal of smoke and dust during our trip. I spoke to the conductor, and he told me that we would be traveling at speeds between 9 and 35 miles per hour. Incredible!
6. We stopped at many stations along the way. We ate our meals at these stations because the train did not have a dining car. The food was good, but we had to eat many of the same things over and over. We had fried eggs, sweet potatoes, and buffalo steaks quite a few times. I don't think Emily liked that much.



(continued)

Name _____ Date _____

(continued)

7. Herds of wild buffalo became a common sight for us after we changed trains in Nebraska. They often surrounded our train in great numbers. Emily and I had never seen buffalo before. We were both amazed at the size of the great beasts.
8. Crossing through the plains was an interesting experience. The grasses were shorter than we expected, but they moved with the wind like waves on the ocean. After a while, though, the unchanging scenery seemed a bit dull.
9. That all changed when we reached the mountains. The beautiful ranges that led us into California were cold and snowy. We were struck with awe when we learned that we had reached a height of 7,017 feet.
10. We finally headed back down the other side of the mountains and arrived in the sunny Sacramento Valley. Emily grasped my arm as we entered the station. She looked up at me with a smile and thanked me for taking her on such a wonderful journey.



Narrative Prompt

Write a story in which Jonah and Emily Whitley meet some of the men who built the Transcontinental Railroad. Using dialogue, have Jonah and Emily discuss their trip and thank the men for their hard work.

Yakuyu

Who is Sadahara Oh, and why is he so famous in the world of baseball?

¹ What could be more American than baseball? It was one of the earliest sports played in America, created during the mid-1800s. But the Japanese have been playing for nearly as long. In fact, baseball's popularity in Japan rivals its popularity here in the United States.

² In the early 1870s, Horace Wilson, an American professor living in Tokyo, introduced baseball to his students. They loved it, calling the game *yakuyu*, which means *field ball*. It quickly caught on with students all over the country. Japanese leaders also embraced baseball because they thought that it contained elements that were already part of Japanese culture. For instance, baseball's focus on the mental competition between pitcher and hitter was similar to the one-on-one competitions of martial arts.

³ By the early 1900s, amateur baseball leagues had been established in secondary schools and colleges throughout Japan. To this day, the enthusiasm for college baseball in Japan is equivalent to the excitement people have for college football or college basketball's March Madness in the United States.

⁴ To make baseball even more popular, American teams regularly toured Japan in the early 1900s and played exhibition games against the local amateurs. Top American baseball stars like Babe Ruth and Lou Gehrig came to Japan in the 1930s and played against the top Japanese college teams. The Americans won all 17 games they played, but baseball fever swept the whole country. A professional Japanese baseball league was formed in 1936. The Great Tokyo baseball club—known today as the Yomiuri Giants—was the first team, but it was soon joined by six others.

⁵ Like so many other things around the world, World War II interrupted Japanese baseball when almost all of the players became soldiers. After the war, the United States occupied Japan. The military commanders who were in charge recognized that baseball was an important part of Japanese culture, so they encouraged the professional teams to reform and continue playing. By 1955, with the help of television, professional baseball in Japan became bigger than ever.

⁶ The Yomiuri Giants are not just the oldest pro team in Japan; they may also be the greatest. From 1965 through 1973, the Giants won nine consecutive national championships, partly because of the legendary player Sadahara Oh. The surname *Oh* means *king*, and he certainly was the king of baseball in Japan. Among his many incredible statistics, Oh holds the world record for career home runs—868! That is more than Hank Aaron, Babe Ruth, Mark McGuire, Barry Bonds, and Sammy Sosa.

⁷ Japanese professional players have also come to the United States and played in Major League Baseball, setting records here as well. Current players include the New York Yankees' Ichiro Suzuki. In 2004, Suzuki broke a baseball record for hitting that had stood for more than 80 years! Kazuhiro Sasaki, who played for the Seattle Mariners, was named the American League Rookie of the Year in 2000, and Hideo Nomo of the Los Angeles Dodgers was MLB's 1995 Rookie of the Year.



1. Check the sentence that best states the main idea of the passage.

_____ Although baseball is thought of as an American sport, there are many fans and talented players of Japanese baseball, or *yakyu*.

_____ American teams toured Japan in the early 1900s and played exhibition games against the local amateurs.

_____ Horace Wilson brought baseball to Japan in the 1870s.

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

_____ Horace Wilson introduced baseball to his students.

_____ World War II interrupted Japanese baseball.

_____ The Giants won nine consecutive national championships.

_____ Babe Ruth and Lou Gehrig played baseball in Japan.

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

_____ to inform

_____ to entertain

_____ to persuade

4. Why is Sadahara Oh's last name so appropriate?

5. Why did Japan's leaders like baseball?

6. What is the literal meaning of *yakyu* in Japanese?

7. During World War II, many of the players became _____

The Little Giant

Have you ever heard of the basketball player Yao Ming?

¹ There is no doubt that it is difficult to move to another country at any age. But imagine moving to a country where the language and customs are very different than those of your homeland. Now, imagine that you are the National Basketball Association's first pick, and only the third player ever to make the NBA from your country.

² These were the expectations that Yao Ming, the Houston Rockets' basketball star, faced when he moved to Texas from Shanghai, China, at the age of 22. The stress and pressure might have proven to be too much for many young athletes, but Yao Ming's good nature and levelheaded attitude allowed him to quickly become one of the most popular and well-respected young basketball players today.

³ Yao Ming was born in China on September 12, 1980. Although he is often referred to in America by his full name, technically the order is reversed. Yao is his



last name, or surname, and *Ming* is his first name.

⁴ Both of Yao's parents played basketball professionally in China. Yao's father is 6 feet 7 inches tall, and his mother is 6 feet 3 inches tall. That is probably why it didn't come as much of a surprise when Yao reached his present height of 7 feet 6 inches.

⁵ In spite of his height and his parents' background in professional sports, Yao was not destined to become a basketball player. His parents had hoped for a different life for their son, and Yao had not shown much interest in basketball as a small child. However, Yao was accepted into junior sports school in China. Yao's parents allowed him to go because they knew his chances of eventually being accepted by a good university would increase.

⁶ It turned out that Yao showed so much promise as a basketball player that he began to play professionally and put college on the back burner for awhile.

⁷ For years, Yao dazzled fans with his skills on the court. During his first year in the NBA, Yao scored an average of 13.5 points, 8.2 rebounds, and 1.74 blocks per game. He earned NBA All-Rookie First Team honors. He also made the cover of many magazines and appeared in television commercials for several different products.

⁸ Between 2005 and 2011, Yao was injured repeatedly on the court. In 2011, he finally decided to retire because of injuries to his foot and ankle. Although his basketball career was cut short, Yao is still the same generous, humble, and likable person he was before his basketball career took off and placed him in the spotlight. Yao is married and has a young daughter. He finally has the chance to go to college, where he is studying economics and management. Yao will be remembered for his success on the basketball court, but he hopes to someday make a difference in the world off the court, too.

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

1. sensible; having good judgment

2. changed the order of

3. meant to be

4. not speaking too highly about one's abilities or accomplishments

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

___ autobiography

___ biography

___ fantasy

6. Check the words that best describe Yao Ming.

___ sensible

___ rude

___ creative

___ hardworking

___ athletic

7. Why weren't Yao's parents surprised when he grew to be 7 feet 6 inches tall?

8. What persuaded Yao's parents to allow him to attend the junior sports school?

9. Why do you think Yao Ming gained fame and popularity so quickly?

The Mega-Museum

What are some different types of museums you have visited?

¹ The Smithsonian Institution in Washington, D.C., covers so many subjects and contains so many objects that you would have to call it a super-museum. In fact, its collection of artifacts and memorabilia is so vast—more than 143 million items—the Smithsonian needs 17 separate museums to hold everything! Even more incredible is that the museums are free to the public because the institute is funded and managed by the United States government. Even though the Smithsonian is an American institution, it was because of an Englishman's generosity that it exists today.

² In 1829, wealthy British scientist James Smithson died and passed his enormous fortune on to his nephew Henry Hungerford. However, Smithson stated in his will that if Henry died without having any children, all the money would be donated to the U.S. government. He wanted the government to establish an institution "for the increase and diffusion of knowledge."

³ As it turned out, Hungerford did not have any heirs, so the money—\$500,000 in 1835, which would be equal to nearly \$9,000,000 today—came overseas to America. Congress debated for many years about how exactly the money should be used, but in 1846, President James Polk signed a bill into law that founded the institution.

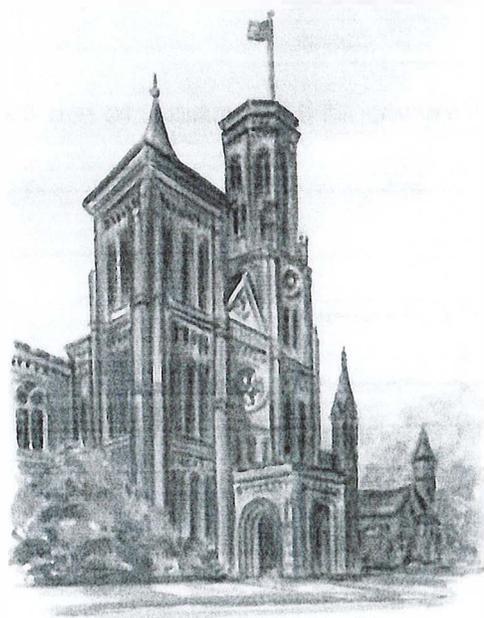
⁴ Today, almost 24 million people visit the Smithsonian museums each year, including the National Museum of Natural History, the National Portrait Gallery, the National Museum of American Indians, and the Anacostia Museum for African American History and Culture. The Smithsonian also runs the National Zoological Park. Among the zoo's 3,600 animals are two giant pandas, an endangered species that is rarely exhibited anywhere outside of China.

⁵ Another part of the Smithsonian Institution is the National Museum of American History,

which covers all aspects of our history and culture. The museum displays fun artifacts, including sports memorabilia like Michael Jordan's basketball jersey, Muhammad Ali's boxing robe, and the goggles Gertrude Ederle wore when she swam across the English Channel.

⁶ There are also serious exhibits, like "The Price of Freedom," which shows objects from the wars in which the United States was involved. Among the many important artifacts you can see at this museum is the original Star Spangled Banner. This unique flag is the one that flew above Fort McHenry and inspired Francis Scott Key to write our national anthem.

⁷ One of the most popular Smithsonian sites is the National Air and Space Museum. This is where you can see the *Spirit of St. Louis*, the plane Charles Lindbergh flew across the Atlantic Ocean. The museum also houses the Wright brothers' airplane from 1903, as well as the *Columbia* space module, which landed on the moon carrying Neil Armstrong and Buzz Aldrin. You can even see a rock that was brought back from the moon!



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

1. objects that are worth remembering

_____ Par. 1

2. enormous; wide-reaching

_____ Par. 1

3. financially supported

_____ Par. 1

4. the act of scattering or spreading out

_____ Par. 2

5. moved to action

_____ Par. 6

6. Approximately how many items are there in the Smithsonian's collection?

7. Do you think that the Smithsonian Institution will continue to accumulate more artifacts? Why or why not?

8. How is the Smithsonian's National Zoological Park different from its other museums?

9. What body of government decided how Smithsonian's money would be used?

10. Name two items you could find displayed in the National Museum of American History.

11. Does this selection take place in reality, or is it a fantasy? How can you tell?

12. Check the word or words that best describe what type of passage this is.

_____ how-to

_____ informative

_____ biography

Week Three



Summer Practice

Name _____

Uniforms Are Not the Answer

It seems that more and more schools these days are choosing to have student's wear uniforms. At first, school officials reasons seem to make a lot of cents. Those who support school uniforms beleive that switching over to uniforms can help schools solve many problems. it would be wonderful if tough problems could be solved with such easy answers. Its to bad that is just not the case.



- apostrophes



MONDAY

WEEK 3

Those who support uniforms say that they will help make all students equal. They also believes that students will focus on schoolwork instead of comparing there classmates clothes. Uniform supporters feel that shopping for clothing will be easier. For student's and parents a like some say that uniforms may even help solve the gang problems that some schools facing



- apostrophes

TUESDAY

WEEK 3

Name _____

This kind of thinking just doesn't make sense. Kids who join gangs will not change. Just because they wear uniforms at school, it may seem easier to let the school decide what students wear each day, but is it really a good idea in the long run? The job of parents and teachers is to help children learn to make good choices. Don't kids deserve to practice making good choices every chance they get?



- apostrophes

WEDNESDAY**WEEK 3**

If we want kids to think for themselves when they grow up, we need to let them make simple decisions as soon as they are ready. Choosing clothes for school is an easy way to practice making good choices. Adults should help children learn to make good decisions and to think for themselves. We should be sure that there are caring adults at home and at school to help guide every child.

**THURSDAY****WEEK 3**

Name _____ Date _____

Read the passages.

Save the School Music Program

1. Dear Editor,
2. The Fairmount Area School District recently announced that it is looking for ways to lower costs for the new school year. The school board suggested that it could save money by shutting down the music education program. I am shocked by this development. I believe the music education program is an important part of a student's learning experience. It should not be cut just to save a few dollars.
3. Ending music education would not benefit our students. In fact, it might actually harm them. Music is a unique class. It gives the students learning experiences that go beyond homework and tests.
4. Music offers students the chance to express themselves creatively in ways that cannot be accomplished in regular classes. It also provides an important outlet for students who are musically gifted.
5. The benefits of the music program are not limited to the music classroom. Music can be tied to other subjects as well. For example, exposure to different cultural backgrounds through music helps students understand world cultures. Learning how instruments work helps students develop a clearer picture of concepts such as sound waves and vibration.
6. I understand that the school district needs to lower its costs—but the best way to save money is to spend less on athletic programs. I know this may not be a popular idea. It is, however, the right one.

(continued)

Name _____ Date _____

(continued)

7. While the athletic program has its place in our schools, I think too much money is devoted to it. This program receives more money than any other program in our school district. It actually receives more funds than it needs to operate. Some of this extra money could be used to support other education programs, such as music.
8. We should not allow the music education program to be lost over money. Education should always be put ahead of sports or other activities. The music education program is too important to lose. I urge the school board to consider other ways to save money that will not take music education away from our students.
9. Sincerely,
10. Paul Rosen

**(continue to next passage)**

Name _____ Date _____

(continued)

Cut the School Music Program

1. Dear Editor,
2. I read in your newspaper that the Fairmount Area School District wants to save money by cutting the school music program. I think this is a great idea and a good move by the school board. Music is nice, but it is not an important school subject. We should not be spending money on it when we could use that money elsewhere.
3. Students do not need to learn about music in school. Our schools should focus more on important academic subjects. English, science, and math classes are much more vital to the long-term well-being of our students than music. The money that is currently spent on the music education program could be used to buy better textbooks and equipment to support these classes.
4. Isn't education about preparing young people for the real world? Music classes don't do much for students once they're out of school. However, academic subjects do. They provide kids with the skills they need to get a job or succeed in college. That's why we should focus on improving academic areas instead of worrying about music and art.
5. I have heard some people suggest that we should take money away from athletic programs to keep the music program alive. I think this is a bad idea! Sports are just as important to students as English, science, and math. Sports teach students about fitness and allow them to stay healthy. Sports also helps kids learn about the value of teamwork. Being on a sports team shows kids how to work together to achieve important goals.
6. Keeping the music program by spending less on athletics would also be bad for the larger school community. Our sports program helps other clubs raise money. Many school clubs rely on community recognition of our athletic teams because it helps them raise funds for activities. If we start giving school sports less support, these other programs will suffer, too.
7. I know some people like music, but the music program is just not as important as academic subjects and sports. We need to make sure that the programs that are most important to our students get the most attention and money. We should end the music education program so that we have more money to spend where it is needed.
8. Sincerely,
9. Edward Mitchell



Informative/Explanatory Prompt

Compare and contrast how the authors of both letters feel about the school's athletic program. Use details from both letters to support your explanation.

Experimental Appetites

What kinds of foods from other cultures have you tried?

¹ Alex and Emily sat at a table with their parents and Mr. and Mrs. Ito. Alex loved to try new foods. Alex had eaten at Asian restaurants at home several times, but he was sure that the meals he'd eat in Japan would be much more authentic.

² Emily wasn't as confident as Alex was about trying new foods. Alex would eat practically anything and not think twice about it. Emily liked to be able to identify everything on her plate. She was willing to try new things, but she lacked Alex's enthusiasm for experimenting with new foods.

³ "Have you looked at the menu yet?" asked Alex and Emily's dad.

⁴ "Dad, it's in Japanese," said Alex.

⁵ Mr. Godfrey grinned. "That shouldn't stop you from looking at it," he said. "Maybe Mrs. Ito can give us some suggestions."

⁶ "Of course I can," she said, scanning the menu. "I thought we could start off with some sushi. Do you like fish?" she asked Alex and Emily.

⁷ "I do," replied Alex promptly.

⁸ Emily looked uncertainly at her parents. "I like some kinds of fish," she said.

⁹ "She likes fish that doesn't have a strong fishy taste to it," added her mom helpfully.

¹⁰ "We'll order several different kinds," decided Mrs. Ito. "Then, you'll have a chance to sample them and decide what you like." Mrs. Ito gave their order to the waiter. Then, she turned back to Alex and Emily.

¹¹ "Do you know how sushi is made?" Mrs. Ito asked Alex and Emily. They shook their heads. "Well, the sushi chef begins with a very thin sheet of seaweed."

¹² "We're going to eat seaweed?" asked Alex excitedly.

¹³ Mr. Ito smiled. "You wouldn't even know it was seaweed if we didn't tell you," he said.

¹⁴ Mrs. Ito continued, "The chef spreads a layer of sticky rice over the seaweed. Then, he adds different vegetables and fish. He rolls everything up inside the seaweed and slices it into little disks."

¹⁵ A few minutes later, the waiter returned with a wooden board that held several different types of sushi.

¹⁶ "You might want to try this kind first," Mr. Ito told Emily. "It has cucumber and avocado in it but no fish." The Itos showed the Godfreys how to pick up the sushi using chopsticks.

¹⁷ "What's this?" asked Alex, pointing to a small mound of something green.

¹⁸ "Sushi is often served with pickled ginger and a very spicy condiment called wasabi. The green stuff you were asking about is the wasabi. If you decide to try some, you'll probably want to use a very small amount at first."

¹⁹ No one at the table was surprised to learn that Alex loved the sushi. He even found that he liked wasabi, as long as he was careful to use only a small speck of it on each bite.

²⁰ "What do you think, Emily?" asked Mrs. Godfrey after a few moments.

²¹ Emily picked up another piece of sushi with her chopsticks. "I love it," she said. "I think we're going to need to find a restaurant at home that serves sushi," she added.

²² Mr. and Mrs. Godfrey laughed. "Our kids are turning into very well-seasoned eaters!" said Mr. Godfrey.

A fact is something that is known to be true. An opinion is what a person believes. It may or may not be true. Write **F** before the sentences that are facts. Write **O** before the sentences that are opinions.

1. _____ Sushi is delicious.
2. _____ The chef spreads a layer of sticky rice over the sheet of seaweed.
3. _____ Wasabi ruins the flavor of sushi.
4. _____ Mrs. Ito makes some suggestions about what to order.
5. Check the line beside the word or words that best describe what type of passage this is.

_____ informational text

_____ fiction

_____ tall tale

6. How are Alex and Emily different?

7. Why isn't everyone surprised that Alex likes sushi?

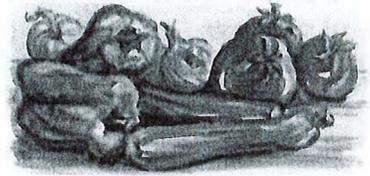
8. What holds everything together in a roll of sushi?

9. What is *wasabi*?

10. Why does Mr. Godfrey say, "Our kids are turning into some very well-seasoned eaters"?

What's Cooking?

What are some other meals you could make using the fresh vegetables from your garden or from a farmer's market?



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.

Garden Lasagna

- | | |
|--|--|
| 1 16-ounce package lasagna noodles | $\frac{1}{2}$ cup grated Parmesan cheese |
| 2 teaspoons olive oil | 1 15-ounce container part-skim ricotta cheese |
| 1 $\frac{1}{2}$ cups diced red bell pepper | 1 8-ounce package part-skim shredded mozzarella cheese |
| 1 cup diced green bell pepper | 2 eggs |
| 1 small yellow onion, diced | $\frac{1}{4}$ teaspoon black pepper |
| 2 cups diced tomatoes | $\frac{1}{4}$ teaspoon dried oregano |
| 1 large zucchini, thinly sliced | |
| 1 6-ounce can tomato sauce | |

1. Here are some other things you will need: a measuring cup, a teaspoon, a cutting knife, a colander, a wooden spoon, wax paper, a large pot, a bowl, aluminum foil, a saucepan, a spatula, and a 9-inch by 13-inch baking dish.
2. Bring a large pot of lightly salted water to a boil. Cook the noodles in boiling water for 8 to 10 minutes, stirring occasionally. Have an adult pour the noodles into a colander in the sink. Rinse the noodles with cold water and place them in a single layer on wax paper to cool.
3. Cook the diced bell peppers and onion in olive oil in a large saucepan until the onions are translucent. Stir in the tomatoes, zucchini, and tomato sauce. Simmer for 10 minutes.
4. Preheat the oven to 375°F. In a medium bowl, combine $\frac{1}{4}$ cup of the Parmesan cheese with the ricotta cheese, mozzarella cheese, eggs, black pepper, and oregano. Remember to wash your hands after handling the eggs.
5. Reserve $\frac{1}{2}$ cup of the mixture. Then, place a small amount of the vegetable mixture in the bottom of the baking dish. Place three lasagna noodles lengthwise in the dish. Layer some of the cheese mixture and the vegetable sauce on top of the noodles. Continue to layer the remaining ingredients, ending with noodles.
6. Spread the reserved cheese mixture on top of the noodles. Sprinkle with the remaining half of the Parmesan cheese.
7. Cover the dish with foil, and bake for 20 minutes. Remove the foil, and bake for 10 more minutes so the cheese can brown.
8. Allow the lasagna to cool for about 10 minutes before serving. Then, invite your friends and family to the table to sample this tasty dish. It serves 8, so there is a good chance that you won't finish it all. Just freeze the leftovers, and enjoy them on another day.

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

_____ how-to _____ biography _____ persuasive text

2. Number the tasks below to show the order in which they should be done.

_____ Combine the cheeses, eggs, and spices.

_____ Ask an adult to drain the lasagna noodles.

_____ Boil a pot of water.

_____ Simmer the vegetable mixture.

_____ Allow the lasagna to cool.

3. Why do you think you should wash your hands after handling the eggs?

4. For how long should you boil the lasagna noodles?

5. What is the total amount of time the lasagna will bake?

6. What five vegetables are used in this recipe?

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

_____ to tell a story about a family who makes a lasagna

_____ to explain how to make lasagna

_____ to persuade the reader to make lasagna for dinner

8. How is this recipe similar to and different from other types of lasagna you've had?

9. Is this a recipe you'd like to try at home? Why or why not?

A Schoolyard Garden

What are your favorite fruits and vegetables?

¹ Have you ever eaten something that you grew in your own garden? Many people have not had the pleasure of this experience. Alice Waters, the owner of Chez Panisse Restaurant, set out to change all that for a special group of students at Martin Luther King Junior Middle School in Berkeley, California.

² Waters worked with the school's principal, Neil Smith, to create a cooking and gardening program at the school. Waters believes in the importance of people knowing where their food comes from. She also believes that there is a strong relationship between food, health, and the environment. Her goal at the middle school was to show children the pleasure in gardening and in preparing the foods that they cultivated. She wanted to teach them that a healthy body and a healthy environment go hand in hand.

³ The project that Waters began took a lot of time and patience. She relied on the help of teachers, students, and community volunteers to turn an asphalt parking lot into a garden. At the same time, renovation was begun to turn an old, unused cafeteria into a kitchen where students could prepare foods and share meals with their teachers.

⁴ In the 1995-1996 school year, the first usable crops were planted. They included greens such as arugula and mustard, as well as lettuce, kale, bok choy, carrots, turnips, beets, and potatoes. The following year brought the addition of plants such as citrus trees, apples, plums, black currants, hazelnuts, figs, raspberries, runner beans, and hibiscus. Every year since then, new crops are added and old crops are evaluated to make sure that they are best suited for the environment and the needs of the school.

⁵ Students have found that they look forward to the time they spend in the

garden each week. They have learned how to weed, prune, and harvest. They have learned about the life cycles of various plants. They also know how to enrich the soil through composting, a process in which leftover scraps of fruits and vegetables are used as fertilizer. Many have discovered that they like fruits and vegetables that they had never before been willing to try.

⁶ Alice Waters dreams that one day there will be a garden in every school in the United States. She hopes that school lunches can be prepared using the produce from the gardens and other locally-grown organic produce. If you are interested in learning more about Martin Luther King Junior Middle School's Edible Schoolyard, seeing pictures of the students and their garden, and finding out about how to start a garden at your school, visit www.edibleschoolyard.org.



1. What is *composting*?

2. Name four fruits or vegetables that are grown in the Edible Schoolyard.

3. Do you think that other schools will create gardens based on Alice Waters's ideas? Why?

4. Check the sentence that best states the **main idea** of the selection, or tells what the passage is mostly about.

Alice Waters owns Chez Panisse Restaurant in California.

Students look forward to the time they spend gardening each week.

Alice Waters founded the Edible Schoolyard, a program in which students learn to grow and prepare their own foods.

5. Check the words that describe Alice Waters.

generous

unfriendly

talented

ambitious

stingy

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

6. goes together _____

7. Why does Alice Waters believe that students should know how to cook and garden?

8. Do you have a school garden at your school? If so, what do you grow there? If not, what could you do to help start one?

Week Four



Summer Practice

Name _____

Gold!

In 1848, there were about 20,000 people living in California. Just four years later that number grew to over 200,000. Why did so many people come to California? They came for the Gold Rush! The Gold Rush began in 1849 when a man named James W. Wadsworth found a gold nugget in the American River. He could not keep this exciting news to himself. In about six weeks almost every man in California was panning for gold.



- question marks



MONDAY

WEEK 4

When word of James Wadsworth's discovery reached the newspapers, working men across the United States quickly loaded up their wagons or boarded ships and headed to California. Dreams of striking it rich kept the men hopeful during the harsh, difficult journey. Why were these men called "forty-niners"? They got that nickname because they headed for the gold country in the year 1849.



- question marks

TUESDAY

WEEK 4

Name _____

To begin mining for gold men had to find some land that had not yet been claimed. Most miners claimed land along rivers and streams. Although much of this land belonged to native Americans that did not stop the eager greedy gold miners from claiming it for themselves. Once a miner made a claim he began to pan for gold. What is panning for gold? It is a simple method for separating gold from sand.



- question marks

WEDNESDAY

WEEK 4

By the late 1850s most of the surface gold in the rivers and streams was gone. Some of the forty-niners went to work for large mining companies. Others gave up mining for gold and they looked for work on ranches or in stores. Few miners actually struck it rich. The gold Rush was over as quickly as it began but it had a lasting effect on the growth of California. Do you think it was a positive effect?



- question marks



THURSDAY

WEEK 4

Name _____ Date _____

Read the passage below.

The Mayfield Paint Company

New Office Recycling Plan

1. Many used office items can be recycled instead of being thrown away. Offices with a smart recycling plan can reduce the amount of garbage they throw away. Most garbage ends up in landfills. By recycling, we can do our part to help the environment.
2. Our company is starting a new recycling plan. To make our recycling plan a success, we have provided some instructions for employees. Follow these steps:
 1. Before throwing anything away, ask yourself if it can be recycled. Common items like paper, cardboard, and plastics can be recycled. If you're not sure if an item is recyclable, check for a recycling symbol. This symbol means that an item can be recycled. If the item can't be recycled, throw it into the garbage. Food and metals can't be recycled.
 2. Find the right recycling bin. We have set up several bins for the different types of items. For example, we have set up a bin for paper, another for cardboard, and a third for plastic items. The paper and cardboard bins are located next to the copy machine. The plastic bin is in the kitchen area.
 3. Figure out if the item can fit into the bin. If the item is too big, do what it takes to make the item smaller. For example, you can fold paper or break down a cardboard box. Plastic items, however, might be tricky to fit into the bin. If the item is soft enough, place it on the floor and carefully stomp it with your foot. This should help the item to fit. If the plastic item is hard, do not stomp on it! Instead, put the item next to the bin. You might attach a note to show that the item should be recycled.
 4. Place the item in the bin, and that's it! Our cleaning company will empty the bins twice each week.
3. Thank you for following this policy. Our company uses many paper, cardboard, and plastic items. We hope this recycling program will help us do a better job in saving the environment.

(continue to next passage)

(continued)

The Mayfield Paint Company

Saving Paper

1. Wasted paper is not good for our office—or for Earth. Paper comes from trees. Using a lot of paper means many trees are cut down. If the paper is wasted, those trees have been cut down for nothing. Paper is also expensive. We should try to save money on paper when we can.
2. Going forward, all employees should try to reduce their paper use. Follow these guidelines to get started.
 1. Set up your printer so that it prints on both sides of the paper. This allows you to print two pages on one sheet of paper.
 2. Always set the copy machine to copy double-sided, or on both sides of the paper.
 3. Reuse printer paper when possible. You probably have a stack of printer paper that has been printed on one side of the sheet. Do not throw this stack away. Instead, load the paper into the printer with the blank side facing up. This allows you to print on the other side of the paper.
 4. Reuse notepad paper whenever possible. If you usually only write on one side of the page, try using both. Some people turn their notebook around and start a “fresh” notebook using the back sides of the pages.

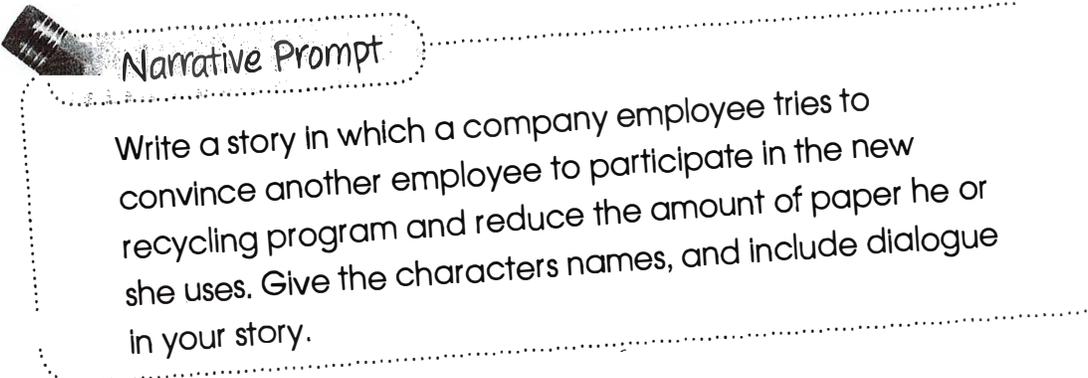


(continued)

Name _____ Date _____

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5. Before you print, ask yourself if you really need to print the document. Try editing and proofreading electronically so that you don't have to print a document more than once.
 6. Make sure you print only the pages you need. Don't print extra pages just because that's the easier printer option.
 7. Work with our customers so they will choose to receive documents electronically. This is faster and easier—and costs less in paper, ink, and postage.
 8. Don't print documents for storage. Keep an electronic version instead.
 9. Make sure you recycle all of your used paper.
3. Thank you for following this policy.



Narrative Prompt

Write a story in which a company employee tries to convince another employee to participate in the new recycling program and reduce the amount of paper he or she uses. Give the characters names, and include dialogue in your story.

Always Have Hope

What are some precious stones besides diamonds?

¹ What do you think is the most valuable piece of jewelry in the world? It depends on what standards the jewelry is judged by, but if you guessed the Hope diamond, there is a good chance you would be right.

² The Hope diamond is an unusual blue-gray gem that is believed to have been mined in Golconda, India. The French jeweler Jean-Baptiste Tavernier bought a 112-carat stone, which he brought home to France. (A carat is a unit of weight for measuring the size of precious stones. It is equivalent to 200 milligrams.) Historians believe that King Louis XIV purchased the diamond in 1668 as part of the French crown jewels. The diamond was eventually recut, and a large portion of it, called the French Blue, disappeared in a robbery in 1792.

³ No one knows for certain the path of the diamond after its theft. However, a similar but smaller diamond was recorded as being part of the collection of a man named Henry Philip Hope. No record exists to verify where Hope got the diamond or how much he paid for it.

⁴ Relatives inherited the diamond after Hope's death. It was passed along through several generations when Lord Francis Hope decided to sell the diamond to pay off his debts. Subsequent owners also were driven to sell the diamond at times when they were in need of the money it would bring.

⁵ In 1912, the Hope diamond finally found a semi-permanent home with a woman by the name of Evalyn Walsh McLean. She had the stone reset among 16 pear-shaped white diamonds. Then, it was placed on a necklace that was strung with 45 smaller diamonds.

⁶ In 1949, after Mrs. McLean's death, the Hope diamond was sold to a well-known jeweler and diamond dealer named Harry Winston, in order to settle Mrs. McLean's

debts. Winston exhibited the famous diamond at many events, but he never sold it. Instead, he decided to donate it to the Smithsonian Institution in 1958. How did Winston transport the fine piece of jewelry? By armored truck? Via special delivery, with the assistance of many security officers? No, Winston just chose to send it through the United States Postal Service!

⁷ Ever since then, the Hope diamond has been part of the Smithsonian Institution's National Museum of Natural History. Because of its size, 45.52 carats, and its unusual blue coloring, it is breathtaking to see in person. It also contains a phosphorescence that is uncommon in gemstones. When the Hope diamond is exposed to ultraviolet light, it will glow red for a few seconds.

⁸ It is no surprise that the Hope Diamond is the most popular exhibit in the museum. It has been seen by millions of visitors who are intrigued by the stone's mysterious history and the legends that the owners will be the victim of great misfortune. Everyone seems to want to catch a glimpse of this mysterious, sparkling beauty.



1. On the lines below, write a summary for paragraph 5.

2. What happens when the Hope diamond is exposed to ultraviolet light?

3. According to legend, what happens to owners of the Hope diamond?

4. How did Harry Winston send the Hope diamond to the Smithsonian Institution?

5. Who owned the Hope diamond before Harry Winston?

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

____ Mrs. McLean had the Hope diamond reset.

____ Lord Francis Hope sold the Hope diamond.

____ Harry Winston donated the Hope diamond to the Smithsonian Institution.

____ Jean-Baptiste Tavernier traveled to India.

____ The French Blue diamond was stolen in a robbery of the French crown jewels.

7. What is a carat?

8. Where did the Hope Diamond get its name?

Moving Mountains

Where are most of the world's volcanoes located?

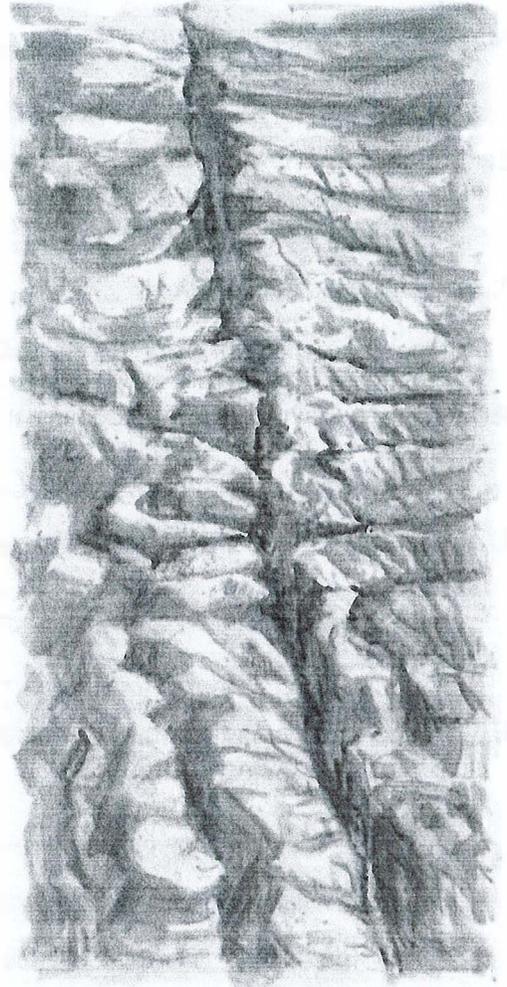
¹ Have you ever heard of the Ring of Fire? It might sound like something straight out of science fiction, but it is a real place. The Ring of Fire is the name used by scientists to describe an area where frequent volcanic eruptions and earthquakes take place. In fact, about 75 percent of the world's 1,900 active and dormant, or inactive, volcanoes are located there.

² In some parts of the world, giant pieces of Earth's crust, called *plates*, are constantly in motion. They collide and slowly slide over, under, and past one another. The Ring of Fire is located at the juncture of the Pacific plate with several other plates. The Ring of Fire is an arc-shaped region that runs along the coast of North and South America, along the eastern edge of Asia, across Alaska's Aleutian Islands, and along the coast of New Zealand in the South Pacific.

³ Sometimes, plates move past one another without creating much of a disturbance. Other times, when two plates collide, an earthquake occurs. This is exactly what happens at the well-known San Andreas Fault in California, and it is why earthquakes are so common in that part of the country.

⁴ Even though the plates move relatively slowly, at about the same rate that human fingernails grow, the friction they create as they slide into one another produces a great deal of energy. The heat from inside Earth is strong enough to melt rock and turn it into magma, or molten rock. Eventually, the magma rises because it is lighter, or less dense, than the rocky material that surrounds it. When it reaches the surface, it becomes known as lava and forms volcanoes.

⁵ The presence of dissolved gases in the magma determines whether or not the eruption will be explosive. Picture a bottle



of soda that has been shaken. When the bottle is opened, the gases cause the liquid to explode from the bottle with force. In the same way, volcanoes that have a high concentration of gases will also explode with greater force.

⁶ Although most people view volcanoes as enormous and potentially dangerous mountains, scientists see them as temporary structures on Earth's surface. They may not change much over the course of a lifetime, or even several lifetimes. Still, scientists know that over time volcanoes will move and shift, rise and fall with the movement of Earth's plates.

1. What is one difference between the way that scientists view volcanoes and most other people view them?

2. For what reason is the San Andreas Fault well known?

3. The author compares the rate at which Earth's plates move with something that is more familiar. What is the other element in the comparison?

4. Name two continents that border the Ring of Fire.

5. What percentage of the world's volcanoes are located in the Ring of Fire?

6. Why does magma rise to the surface?

7. What purpose would a reader have for reading this passage?

___ for pleasure or entertainment

___ for information

___ to learn how to solve a problem

8. In paragraph 4, which word means "the rubbing together of two objects or surfaces"?

Bonsai

Have you ever seen miniature trees, or *bonsai*, at a nursery or a botanic garden?

¹ In Japan, the word *bonsai* means *tray plant*. It refers to the interesting combination of art and cultivation of miniature trees and plants. Bonsai originated in China more than 2,000 years ago. The tradition spread to Japan about 700 years ago, and it is still popular there today.

² Some people believe that small, or dwarf, plants must be used in bonsai, but this is not true. Nearly any type of tree or plant can be used, as long as it is grown from a seed or small cutting. The owner must then prune, trim, and shape the plant as it grows so that it resembles, in miniature, a much larger tree. He or she must do this skillfully, however, because the plant must appear to have grown naturally, untouched by humans. It takes a great deal of care and patience to achieve this balance.

³ A bonsai is more than just a plant. It holds a special and significant place in Japanese culture. According to Japanese tradition, three elements are necessary to create a successful bonsai: truth, goodness, and beauty. When these three elements come together, a bonsai can live for hundreds of years! It may be passed down from one generation of a family to the next as a prized possession.

⁴ In Japan, bonsais are grown in containers outdoors but are brought into the home for special occasions. Inside, they are often placed in the *tokonoma*. This is a small area in traditional Japanese rooms intended for the display of artistic objects. In a Japanese garden, other items may be added to the bonsai. The addition of rocks, small buildings, and miniature people is called *bon-kei*. *Sai-kei* is a related art form in which entire landscapes are reproduced in miniature.

⁵ There are five basic styles of bonsai: the formal upright, informal upright, slanting, cascade, and semi-cascade. In the formal upright, the trunk of the tree should be perfectly straight, and the branches should be balanced. In the informal upright, the trunk should bend slightly to one side, but never toward the viewer. The trunk of a slanting tree leans to one side and may look similar to the informal upright.

⁶ Cascade and semi-cascade are similar because in both styles the leaves and the branches cascade down toward the base of the plant. The main difference is that in the cascade style, the leaves actually extend below the bottom of the container.

⁷ If you are interested in raising a bonsai of your own, there is no need to go all the way to Japan to find one. Today, bonsais are available in nurseries all over the United States. You will have to do a little research to make sure that you know how to properly care for your plant. You will also need to be prepared to spend time caring for your plant. But as any bonsai owner will tell you, your efforts are well worth the reward of being a part of this time-honored Asian tradition.



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

1. the process of growing and caring for something

2. to trim away the unwanted parts of a tree or bush

3. copied; made again

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

4. ____ The tradition of raising bonsais was begun in Europe.

5. ____ Japanese bonsais are usually grown in containers outdoors.

6. ____ The owner of a bonsai must spend some time caring for the plant.

7. ____ There are three basic styles of bonsai.

8. What do you think the phrase *time-honored tradition* means?

9. What are the three elements needed to create a successful bonsai?

10. How are the cascade and semi-cascade styles of bonsai similar?

11. What purpose would a reader have for reading this selection?

____ for pleasure or entertainment

____ for information

____ to form an opinion about bonsais

Week Five



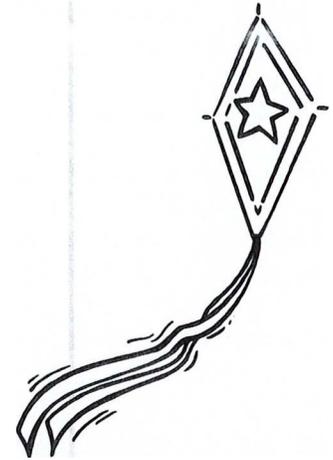
Summer Practice

Kites—Not Just for Fun

People the world over has been flying kites for centuries in fact, kites were invented over two thousand years ago! one ancient story tells of a chinese general his army was trying to overthrow a cruel emperor. the general made a kite he tied a not in the string Next, his soldiers flew it in the direction of the palace When the kite was over the palace the general marked the string and reeled in the kite



- run-on sentences



MONDAY

WEEK 5

the general measured the length between the knot and the mark he made on the kite string. he used this mesurement to plan a tunnel to the emperors palace His soldiers spent days digging the tunnel. Finally, it was ready His soldiers crept through the tunnel they came out inside the walls of the palace The cruel emperor was defeeted with the help of a simple kite!



- run-on sentences

TUESDAY

WEEK 5

Kites has also been used in modern warfare. before airplanes were invented cameras were tied to kites they were sent high in the air to take pictures. This was a way of gathering information about enemy forces. kites have also been used to carry radio equipment up into the air this made it easier to send and receive signals. Kites were used in emergency lifeboat kits to help lost boats signal to searchers



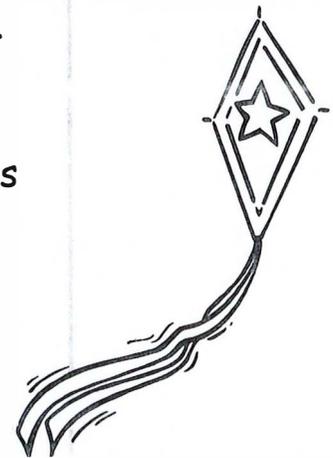
- run-on sentences

WEDNESDAY**WEEK 5**

Even though kites have been used for warfare they are mainly used for fun. People fly kites at parks and beaches. Some places hold yearly kite-flying contests or festivals. In both china and japan special holidays include kite-flying as part of the celebration. kites can be large and expensive or simple and affordable. You can easily make a kite by using sticks paper tape and string. So go fly a kite



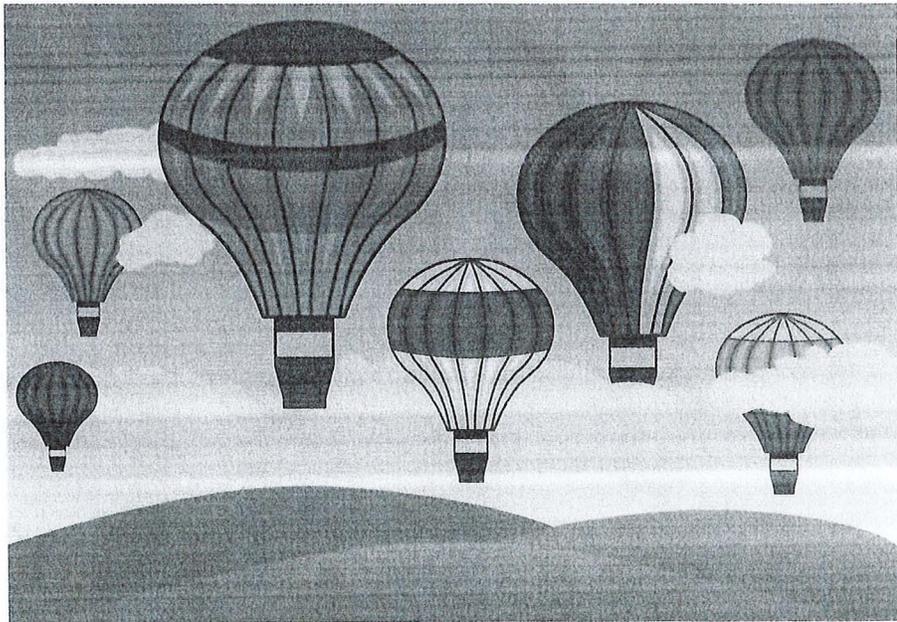
- commas
- exclamation points

**THURSDAY****WEEK 5**

Read the passage below.

Festival in the Sky

1. I've been really excited ever since my mom told my sister Maggie and me that she would take us to the Adirondack Balloon Festival this year. Mom knows how much I enjoy outdoor events, and she was eager to tell us about the amazing collection of hot air balloons we would see on the fairgrounds. She said they would be in all shapes and sizes. We would get to learn how the balloons work and how they are made. We would even get to see a very special event called the Moon Glow!
2. Although I was delighted about the festival, Maggie wasn't so sure. She had seen a hot air balloon at the zoo one time and was scared by its flames and loud noises. She didn't seem very happy about going to the festival.
3. Our drive to Glens Falls took us more than three hours from New York City. But the excitement of what was to come made the time fly by. As our car wove in and out on the beautiful mountainside road, I pictured all sorts of beautiful balloons drifting through the air.
4. Before I knew it, we pulled into a giant open field at Crandall Park. As we walked through the crowd of people to the main entrance, Maggie looked nervous but interested. I was just plain excited.
5. Once we made our way inside the gates, we had the chance to see the balloons up close. They were scattered all around the enormous field.



(continued)

Name _____ Date _____

(continued)

6. Many were decorated with brilliant rainbow patterns. One looked like a giant strawberry! There were unusual shapes like a giant crab, a soaring butterfly—even a floating birthday cake! Maggie especially liked one that was purple and pink with blue and green swirls. Suddenly, she was all smiles!
7. We got to meet one of the balloon pilots. He let us climb inside the basket and showed us the burner. He explained that when he turned the burner on, flames warmed up the air inside the balloon. This, he said, made the balloon lighter than the air around it and allowed it to rise. He also told us that most balloons fly as high as 2,000 feet and some have traveled nearly 8,000 miles.
8. We had a blast eating festival food and looking at the different sites. When day turned to night, the Moon Glow began. Everyone watched in awe as the balloons began to glow in the dark.
9. Slowly, the great balloons inched off the ground and floated up through the air. Soon the whole sky was filled with giant balls of light. I enjoyed every minute of it—and glancing over, I saw that Maggie did, too.

**Informative/Explanatory Prompt**

Explain the importance of a burner in making a hot air balloon fly. Use facts and quotations from the text to support your explanation.

Going Batty

Keep reading to learn why many people try to attract bats to their yards and neighborhoods.

¹ Some animals have good reputations. Most people think of dogs as being friendly and reliable. Kittens are sweet and cuddly. Everyone loves dolphins, seals, and chimpanzees. Other animals, such as bats, do not have nearly as positive a reputation. Many people are frightened of bats and believe that the small flying creatures will become tangled in their hair or give them rabies. There are many myths and superstitions surrounding bats. All of this makes it difficult for educators to get out the word that bats are actually wonderful, useful, and amazing creatures.

² More than 1,100 species of bats can be found in almost every region of the world, except for the extreme polar and desert regions. Bats, the only flying mammals in the world, vary in size, coloring, and habits. The smallest bat in the world has a wingspan of only two inches and weighs less than a penny. The largest bat has a wingspan of about six feet. Most bats eat insects, but some species feed on fruit, pollen, and nectar, and others eat small animals like fish, frogs, and rodents. Although many scary stories tell of vampire bats, in reality, only three species out of more than one thousand survive on the blood of other animals.

³ Bats are useful creatures. They consume large quantities of insects every evening. A single common brown bat can eat as many as 2,000 insects a night. Imagine how many more mosquito bites you would have each summer if bats were not busy patrolling the night sky.

⁴ In addition, some bats pollinate plants and flowers. They suck the nectar from one plant and then transfer the plant's pollen when they move on to feed from another plant. In rain forests, bats drop plant seeds as they move, which allows new plants to



grow. In regions where the rain forests are in danger, bats perform a very important task, because they insure that new growth will replace plants and trees that have been cut down or destroyed.

⁵ Because bats are nocturnal creatures, they have the difficult task of flying and catching all their meals in total darkness. This does not present much of a problem for them, though, because they use a special technique called *echolocation*. Bats emit very high-pitched sounds that bounce off objects, no matter how small they are. Bats use the reflected sounds to form pictures in their brains of where things are located. It might not sound like a simple process, but it is obviously very effective. After all, they can find a mosquito flying through the air in complete darkness.

⁶ The next time you see the flutter of wings in the sky at dusk, there is no need to run for cover. Instead, think about the good deeds that bats perform for human beings and think about their incredible diversity. Maybe you'll even decide to build a bat house in your backyard to encourage the furry flying creatures to take up residence nearby.

1. Explain how *echolocation* works.

2. What is the author trying to persuade the reader of in this selection?

3. How can you encourage bats to live near your home?

4. Why do you think some people are afraid of bats?

5. Write two ways in which species of bats may differ from one another.

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

6. ____ Some bats pollinate plants and flowers.

7. ____ More than 3,000 species of bats exist.

8. ____ Bats are nocturnal creatures.

9. ____ The smallest bat in the world weighs less than a penny.

10. ____ Bats feed only on insects.

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

____ to instruct

____ to inform

____ to entertain

12. In paragraph 6, the author mentions bats' "incredible diversity." What does this mean?

13. After reading the article, has your opinion of bats changed? Explain.

Creatures of the Night

Do you have bats in your neighborhood? If you do, at what times of day have you seen them?

¹ Charley and Mattie Rosen helped their parents clean up after dinner. Charley rinsed the dishes in a tub of clean water and then handed them to his mom to be dried. Mattie gathered firewood so that they could make s'mores and tell scary stories. Mattie loved the smell of wood smoke and the taste of gooey marshmallows melting the chocolate between crisp graham crackers.

² "How much more wood do we need, Dad?" asked Mattie, setting a small stack beside her father.

³ "I think that should last us for a while, Mattie," replied Mr. Rosen. Mattie brushed her hands on her jeans and crouched beside her dad to watch as the fire grew larger and hotter.

⁴ "Look at those birds!" exclaimed Charley, pointing a soapy finger at the sky. His parents and Mattie followed his finger and saw what appeared to be a flock of birds swooping out of a tree into the deep blue sky of twilight.

⁵ "I don't think those are birds, Charley," said Mrs. Rosen, drying her hands on a dishtowel. "I'm pretty sure they're bats. You can tell by the way they fly. See how jerky their movements are? Birds seem to fly more gracefully than bats do."



⁶ "Shouldn't we get into the tent?" asked Charley nervously. "Vampire bats can suck your blood, can't they?"

⁷ Mr. Rosen chuckled. "I don't think we have to worry too much about that. There are only a few species of vampire bats in the world, and none of them live in North America. Besides, even vampire bats don't feed on human blood."

⁸ "What about rabies?" asked Mattie, leaning in closer to her dad.

⁹ "Bats can carry rabies, but it's quite unusual," said Mrs. Rosen. "We're not going to have close contact with the bats, so it's not anything we need to worry about."

¹⁰ "Didn't I ever tell you kids about my trip to Bracken Cave when I was in college?" Mrs. Rosen asked. Mattie and Charley shook their heads, but they kept an eye on the sky.

¹¹ "Well," said Mrs. Rosen, "I was visiting a classmate from school who lived in San Antonio, Texas. She had told me all about a place called Bracken Cave. About 20 million Mexican free-tailed bats go there every year to give birth and raise their young."

¹² "Twenty million bats?" said Mattie and Charley incredulously.

¹³ Mrs. Rosen nodded. "Watching them come out of the cave at night was one of the most remarkable things I have ever seen. The entire sky seemed to fill with them. Conservationists say that the bats from Bracken Cave eat about 200 tons of insects each summer evening."

¹⁴ The Rosens sat quietly, looking up at the sky as it darkened. The fire gave off a gentle glow as they patiently waited, hoping to catch another glimpse of the bats as they set out on their evening's activities.

Mark each sentence below **F** if it is in first-person point of view and **T** if it is in third-person point of view.

1. ____ I love making s'mores!
2. ____ Charley rinsed the dishes in a tub of clean water.
3. ____ I went to San Antonio to visit a friend from college.
4. ____ Mr. Rosen said that vampire bats don't live in North America.

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

5. ____ Mattie gathered wood for the fire.
6. ____ Everything is more enjoyable when you are camping.
7. ____ Mexican free-tailed bats come to Bracken Cave to give birth and raise their young.
8. ____ The sky is most beautiful at dusk.
9. How do you think Mattie and Charley will feel the next time they see a bat? Why?

10. What ingredients are used to make s'mores?

11. Find one sentence that shows that Mattie enjoys camping. Write it on the lines below.

12. Where is Bracken Cave located?

Write the idiom from paragraph 10 on the line next to its meaning.

13. watched or observed _____

Flying into History

Have you ever flown in a plane?

¹ When you turn on the television or read a magazine, celebrities are everywhere. Although fame and the media play such major roles in our lives today, it has not always been that way. Eighty years ago, radio and movies were just beginning to have that kind of effect on Americans. Many historians agree that Charles Lindbergh was one of the first major celebrities, or superstars.

² Lindbergh was born in Detroit, Michigan, in 1902, but he grew up in Little Falls, Minnesota. As a child, he was very interested in how things worked, so when he reached college, he pursued a degree in engineering. At the age of 20, however, the allure of flying captured Lindbergh's imagination. He quit school and moved to Nebraska where he learned to be a pilot. Soon after, Lindbergh bought his own plane and traveled the nation performing aerial stunts.

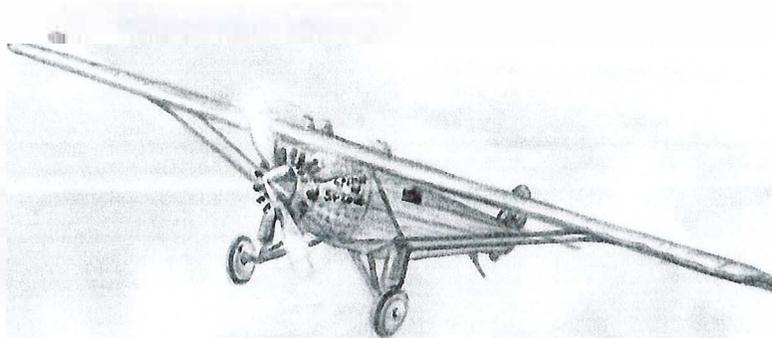
³ In 1924, Lindbergh became more serious about flying. He joined the United States military and graduated first in his pilot class. Lindbergh used this additional training to get a job as an airmail pilot, flying out of St. Louis, Missouri.

⁴ During the same time, a wealthy hotel owner named Raymond Orteig was offering a generous award to the first pilot who could fly nonstop from New York City to Paris, France. The Orteig Prize was worth \$25,000--a large amount even by today's standards.

⁵ Lindbergh knew he had the skills to complete the flight, but not just any plane was capable of flying that far for that long. Working with an aviation company from San Diego, California, and with financial help from the city of St. Louis, Lindbergh got a customized airplane that could make the journey.

⁶ On May 20, 1927, Charles Lindbergh took off from Roosevelt Field in New York City and arrived the next day at an airstrip outside Paris. Named in honor of his sponsor, *The Spirit of St. Louis* carried Lindbergh across the Atlantic Ocean and into the record books. He became a national hero and a huge celebrity.

⁷ When he returned to the United States, Lindbergh rode in a ticker-tape parade held to celebrate his accomplishment. He also received a Medal of Honor, the highest United States military decoration. A very popular dance was even named for Charles Lindbergh--the Lindy Hop. Today, *The Spirit of St. Louis* is kept at the Smithsonian Institute's National Air and Space Museum in Washington, D.C.



1. Check the word or words that best describe what type of passage this is.

____ historical fiction

____ historical nonfiction

____ legend

2. Check the words that best describe Charles Lindbergh.

____ adventurous

____ quiet

____ determined

____ kind

____ daring

3. What did Lindbergh have to do in order to win the Orteig prize?

4. Why was Lindbergh's plane named *The Spirit of St. Louis*?

5. Why do you think Lindbergh was one of America's first celebrities?

6. Where is *The Spirit of St. Louis* kept today?

7. Check the sentence that best states the main idea of the passage.

____ The dance called the Lindy Hop was named for Charles Lindbergh.

____ Lindbergh graduated first in his military pilot class.

____ Lindbergh, one of America's first celebrities, flew nonstop from New York City to Paris.

8. In paragraph 5, what does *customized* mean?

9. Why do you think Orteig wanted someone to fly from New York to France?

Week Six



Summer Practice

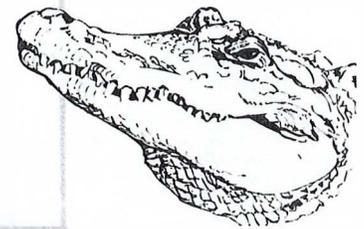
Name _____

The Everglades

The United states of america stretches from the pacific ocean to the atlantic ocean with lots of land in between Each region of the country are unique? A special feature of the southeast is a wet grassy area in florida this area is called "the Everglades." The Everglades has been described as a "river of grass" Thats because currents of fresh water floe through the grass to form the Everglades special habitats



- names of places

**MONDAY****WEEK 6**

The everglades spreads across millions of acres it is home to thousands of species of plants and animals. Many of these plants and animals were found only in the unique varied habitats of the everglades. There is many different types of habitats in the Everglades these include mangrove forests, cypress groves marine estuaries and freshwater sloughs.



- commas

TUESDAY**WEEK 6**

Name _____

Each Everglades habitat needs to keep a delicate balance to stay healthy. When things get out of balance problems begin. For example, kemicals that pollute the everglades can kill algae algae are a simple life-form at the bottom of the food chain. If the algae disappear the animals that eat algae has no food this can cause plants and animals in the food chain to became out of balance



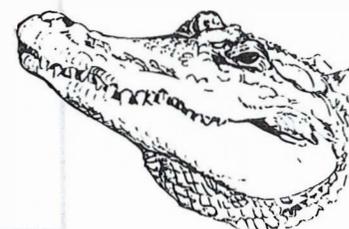
- commas

WEDNESDAY**WEEK 6**

Today, the biggest cause of problems in the everglades is people. People have tried to drane away water so they can build homes there They have also tried to change the direction that water flows in the everglades. These changes have created many problems in the everglade's habitats. Sientists are trying to find a way to make the everglades healthy again so this unique ecosystem will be preserved



- spelling

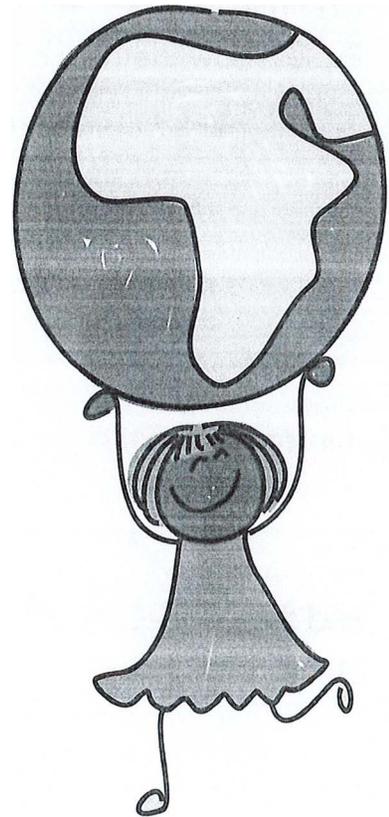
**THURSDAY****WEEK 6**

Name _____ Date _____

Read the passages.

Geography Bee

1. Ten-year-old Livia gripped her pencil tightly. "Okay," she said. "I'm ready."
2. Her eleven-year-old classmate, Tito, opened his folder. "Which river flows through the Grand Canyon from the Rocky Mountains to the Gulf of California?"
3. Livia's eyes widened. "The Colorado!" she answered.
4. "Correct," said Tito. "This river, which also begins in the Rocky Mountains, is the longest river in the United States."
5. Livia quickly replied, "The Missouri!" Tito quizzed his friend on world geography, putting a line through each answer she got wrong. After several questions about rivers, Tito asked about cities, islands, and large bodies of water.
6. "How did I do?" Livia asked Tito as he finished counting her correct answers.
7. "Out of sixty questions, you answered forty-five correctly," Tito replied. He could see Livia was disappointed.
8. "I have to do much better," Livia said. She wanted to become the fifth-grade geography bee champion, win the school bee, and become the county geography bee champion. Livia stayed after school every Wednesday for a study group and sample quiz. Her quiz scores were gradually improving.
9. Tito studied the quiz questions. "You did very well on most of the questions about the United States," he noted. "Let's concentrate on world geography." Tito offered his friend an atlas. "Study the maps while I find more questions," he suggested.

**(continued)**

(continued)

10. For the next three weeks, Tito helped Livia with sample quizzes every weekend. They both began to notice geographical information everywhere. On a city bus, Livia saw an announcement about a river festival and remembered the major cities along the waterway.
11. Tito read a magazine article and thought about the agriculture of the nation the writer described. Each week, Livia's quiz scores improved.
12. Livia felt nervous as she lined up for the fifth-grade geography bee. She breathed deeply and answered each question carefully. Finally, only Livia and her friend Ruth remained. Livia's next question was about the Hoggar Mountains of Algeria, but she couldn't remember anything about the mountain range and knew her answer was incorrect. Ruth answered the question and Livia congratulated her before taking a seat.
13. "I hope you'll join us for a final study group tomorrow, Livia," said their teacher. "The top two students in each grade compete in the school championship on Friday."
14. Livia was shocked. "I didn't know that!" she exclaimed. "I thought only one winner from each grade could compete." Livia grinned, suddenly excited, and turned to Tito. "Can you find some questions about mountain ranges of Africa?" she asked. "I have two more days to study!"

(continue to next passage)

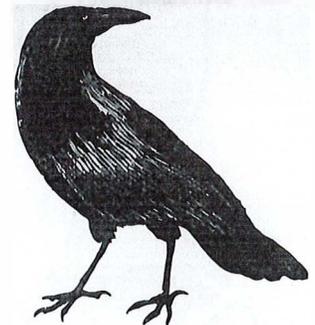
Name _____ Date _____

(continued)

The Crow and the Pitcher

(based on Aesop's fable)

1. One warm day, Raven and Crow flew far and wide in search of water. Though they were close to exhaustion, they pressed on until finally they saw a pitcher on a wall.
2. "I believe we will find refreshment in that pitcher," called Raven to his companion. "I have often seen people pouring water from such vessels." The pair cautiously perched in a nearby tree to be certain there was no danger, then flew to the wall and considered the pitcher.
3. "Yes, I see liquid at the bottom," said Crow, peering down the narrow neck of the pitcher. "We have finally found water!" Crow tried to take a drink, but his beak was too short to reach the liquid and he soon gave up.
4. Seeing the problem, Raven poked his beak into the pitcher. His beak was both too short and too wide to reach the water far below, and he abandoned the attempt.
5. "I am strong enough to push the pitcher over," said Raven. "Then we can drink the water." He leaned against the pitcher until Crow called for him to stop.
6. "If the water spills out, it will seep into the ground and we won't be able to drink it," Crow warned. "We need a plan. If we cooperate, I am confident we will succeed."
7. While Crow concentrated on solving their problem, Raven strutted around the pitcher. He quickly lost patience and decided to abandon the effort.
8. "I am desperate for a drink," Raven declared. "I will look for water on my own. Farewell, chum." He flew away, leaving Crow behind.
9. Crow measured the neck of the vessel with his beak. He flew to the ground, selected a pebble, and returned to the wall, where he dropped the pebble into the pitcher. Crow found another pebble and dropped it in. Again and again, he dropped pebbles into the pitcher, and then checked his progress. Crow determined that the water level had risen and continued his task.
10. Finally, after a great deal of effort, Crow saw that the water was near the top of the pitcher. He poked his beak inside and gratefully took a long drink.



Name _____ Date _____



Opinion/Argument Prompt

Whom do you admire more, Livia in “The Geography Bee” or Crow in “The Crow and the Pitcher”? Support your opinion with details from both texts.

The Everlasting Beauty of the Everglades

Why is the Everglades considered to be such a unique area of the country?

¹ The Florida Everglades is one of the most diverse areas of the country. Within the Everglades you can find swamps, marshes, grasslands, and dense forests. Hundreds of species of plants and animals make their homes in the Everglades. Some are found in few other places in the world. About 1.5 million acres of the Everglades are National Park land. Within the park, there are more than 350 species of birds, 40 species of mammals, and 50 species of reptiles!

² Scientists believe that the Everglades formed about eight to ten thousand years ago at the end of the last ice age. When the glaciers began to melt, they caused the sea level to rise and turned the low-lying area of the Everglades into swampland. When nearby Lake Okeechobee floods after heavy rains, the water level in the Everglades rises as well.

³ The weather is characterized by hot, wet summers and warm but dry winters. The temperature in the Everglades rarely drops below 60 degrees, and the average rainfall is often more than 50 inches per year. This wet, mild weather is the primary reason that plant and animal life is so abundant there.

⁴ As prevalent as living creatures appear to be in this lush landscape, the ecosystem of the Everglades must maintain its delicate balance. During the 20th century, canals were built which lowered the level of Lake Okeechobee. The lake overflowed much less frequently, which affected the water levels in the Everglades.

⁵ People also began looking for ways to farm the land surrounding the Everglades. This required using much of the Everglades' water supply. In addition, the pollution from fertilizers and pesticides used in farming began to run off into the water.

⁶ New types of flora were introduced, which also affected the balance of the

ecosystem. The tiny seeds of the melaleuca tree were sprinkled from salt shakers into the Everglades from low-flying airplanes because melaleuca trees consume a great deal of water. People hoped that the trees would dry up the land and make the Everglades suitable for development. They also planned to use the trees for timber. The wood turned out to be difficult to harvest, so the trees just continued to grow, crowding out other species that are indigenous to the Everglades.

⁷ The Everglades National Park was founded in 1947 in an attempt to preserve the land and the plant and animal life. The area was not large enough to make a significant impact, so in 1989, the government expanded the park. In 1996, an act was passed allowing the government to purchase farmland, which could then be returned to natural swampy marshland.

⁸ These efforts are important because there are so many species to protect within the Everglades. It is the only place in the world where crocodiles and alligators coexist. It is also the home of the endangered Florida panther, as well as many other endangered species. Black bears, otters, pelicans, turtles, bats, deer, and manatees all make their home in the Everglades. Without a doubt, the Everglades are worth saving and preserving. Where else in the world can you find such lush diversity?



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

1. ____ The Everglades National Park covers about 1.5 million acres.
2. ____ Melaleuca trees consume a great deal of water.
3. ____ Everyone should visit the Everglades at least once.
4. ____ The Everglades are most beautiful in the summer.
5. ____ The Everglades are the only place in the world where crocodiles and alligators coexist.

6. What is the author trying to persuade the reader of in this passage?

7. Think about what you know about rain forests. Name two ways in which rain forests and the Everglades are similar.

8. About how many species of birds are there in Everglades National Park?

9. Why were melaleuca trees planted in the Everglades?

Circle the word that best completes each sentence.

10. Many people believe it is important to _____ our nation's wild places.

destroy investigate preserve

11. It can be difficult to _____ the balance of an ecosystem.

explain maintain cancel

12. What would you find most interesting about a trip to the everglades?

A Beacon of Light

Have you ever had the opportunity to visit a lighthouse?

¹ Lighthouses can symbolize many different things. For tourists, they can be an interesting place to visit, explore, and photograph. For historians, they are a window to the past and a reminder of a different way of life. For sailors and ship captains, they are a sign of safety.

² Lighthouses are structures located along the shorelines of large bodies of water. They project a strong beam of light that alerts sailors of their location. They can protect a boat from running aground at night or other times when visibility is poor because of fog or a storm. Lighthouses alert sailors that land is near and warn them of potential dangers, such as reefs or rocky harbors.

³ Originally, lighthouses were constructed with living quarters for the lighthouse keeper. It was the job of the keeper to maintain the lighthouse and make sure that it was always working properly. Although it could be lonely at times, it was an important job. Today, almost all lighthouses are automated, which means that there is no longer a need for lighthouse keepers.

⁴ No one is certain when lighthouses first came into existence. We do know that the concept of lighthouses is more than 3,000 years old. An epic Greek poem titled *The Iliad* was written by a man named Homer around 1200 B.C. In the poem, Homer refers to a lighthouse, giving modern scholars an idea of how long lighthouses have been a part of human life.

⁵ Early versions of lighthouses were quite different from today's lighthouses. They were usually made of iron baskets that were suspended from long poles. The baskets contained burning coal or wood. In the 1700s, these baskets were replaced with oil or gas lanterns. When electricity was invented, the lanterns were replaced with electric beacons.

⁶ In 1822, a French physicist named Augustin Fresnel invented a lens that would prove to be very important in lighthouse technology. The Fresnel lens uses glass prisms to concentrate light and send it through a very powerful magnifying lens. With the invention of the Fresnel lens, it became possible to project a beam of light as far as 28 miles from shore!

⁷ Lighthouse beams can be used in a variety of ways to help sailors identify the lighthouse and their own location. Different patterns and lengths of flashes are unique to a specific lighthouse. Sailors can observe a sequence and then look it up in a reference book that will tell them which lighthouse they have spotted.

⁸ During the day, sailors can identify lighthouses simply by their appearance. Some are short and fat, while others are tall and thin. They can be constructed of many different materials, such as wood, stone, brick, steel, and aluminum. The patterns also differ greatly. Some lighthouses are painted with stripes or a series of diamond shapes that distinguish them. Others are distinguished by their shape—round, square, rectangular, or conical (shaped like a cone).

⁹ Many lighthouses along America's coastlines are no longer functioning. Historical societies, concerned community members, and even the National Park Service have preserved them. They are sometimes converted into museums, inns, educational centers, or even private homes. If you ever have a chance to visit one, getting a glimpse of history is worth the trip.



1. How do we know that lighthouses have existed for at least 3,000 years?

2. How far can the Fresnel lens project light?

3. Why aren't lighthouse keepers necessary for today's lighthouses?

4. What are two ways in which lighthouses may be different from one another?

5. Why do you think that historians think it is important to preserve lighthouses?

6. What did early versions of lighthouses look like?

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

___ to share the history of lighthouses

___ to persuade the reader to visit a lighthouse

___ to explain how lighthouses were built

8. In paragraph 3, what does the word automated mean?

9. What is the main idea of this selection?

Watery Giants

What are the oceans' most destructive waves, and what causes them?

¹ If you have ever gone swimming in an ocean or in one of the Great Lakes, you may have some idea how powerful waves can be. Waves that are only a few feet tall hold enough energy to knock you off your feet. Now, try to imagine the power of a wave that is 50 feet tall and more than 100 miles wide, traveling at speeds of as much as 500 miles per hour. It's easy to see how such a wave could devastate an entire town.

² The name for these enormous waves is *tsunami*, which means *harbor wave* in Japanese. Tsunamis are caused by a disturbance in the ocean, such as an earthquake or undersea volcanic eruption. Although underwater disturbances are the most common cause of tsunamis, they can also occur if a large meteorite crashes into the ocean.

³ Tsunamis may be relatively small when they are far out at sea. However, as they draw closer and closer to shore, they gather power. One sign of an approaching tsunami is water that recedes at the shore. This occurs because so much of the ocean water is sucked into the wave as it gathers strength.

⁴ Tsunamis do not consist of a single wave. One wave follows another in a series that may last several hours. A *period* is the length of time in between waves. For average wind-powered waves, a period may be about ten seconds long. Because a tsunami is so much larger, its period may be as long as an hour.

⁵ Tsunamis have destroyed homes, schools, and entire coastal towns in minutes. The force of a wave as it breaks can be strong enough to travel several hundred feet inland. That is exactly what happened to Hilo, a town on the island of Hawaii, in 1946. At that time, there was not yet an accurate warning system in place.

⁶ An earthquake registering 7.1 on the Richter scale occurred in Alaska's Aleutian Islands on April 1. About four hours later, Hawaii was struck with the first of seven waves. The waves measured between 24 and 32 feet in height and arrived at 15 to 20 minute intervals. By the time the tsunamis had run their course, 159 lives had been taken.

⁷ The devastation of the 1946 tsunamis led a team of scientists and government officials to create the Pacific Tsunami Warning System. They hoped that people would never again suffer such great losses because they were unaware of a tsunami's approach. They set up a system to monitor earthquakes that could cause tsunami. They also determined ways to predict the time of arrival of tsunamis so that people would have a chance to evacuate.

⁸ Unfortunately, there was no such warning system covering the Indian Ocean on December 26, 2004. An enormous earthquake took place and triggered the deadliest tsunami in history. Countries like Thailand, India, and Indonesia were especially hard hit. The loss of life was devastating, and people all around the world reached out to help the victims.

⁹ Plans are being made to create a global tsunami monitoring system. No system is perfect, but as technology advances, humans will learn better ways to protect themselves against some of the most incredible and powerful forces of nature.



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

___ biography

___ informational

___ fiction

2. What does the word *tsunami* mean in Japanese?

3. What are two possible causes of tsunamis?

4. What is one way in which tsunamis are different than other waves?

5. What is one positive effect of the 1946 tsunamis?

6. Name three countries that were affected by the tsunami of 2004.

7. Why didn't the Pacific Tsunami Warning System alert people of the 2004 tsunami?

Circle the word that best completes each sentence below.

8. Tsunamis can cause great _____.

accuracy destruction earthquakes

9. Scientists are looking for ways to be able to better _____ the arrival of tsunamis.

explain control predict

10. Tsunamis are not _____ caused by meteorites.

frequently oddly powerfully

Week Seven



Summer Practice

Name _____

A New Life in Old California

It has been more than five years since we left our home in New Spain it seemed like we had lived there forever. After all, I had spent all eight years of my life there. That time and place seem so distant now. Sometimes it feels like our new home in Salinas, Alta California, is worlds away from New Spain. It was such a tiring, difficult journey between our old home and our new one that we might as well be in another world!



- commas



MONDAY

WEEK 7

Sailing ships seldom bring supplies to old California. Almost everything we have must be grown or made with our own hands. Our home is a simple one made of adobe. We have far fewer comforts than we did in New Spain. We all must work hard to finish the work that must be done every day. Only my youngest brother Pedro, who was born here in Alta California, does not have a job to do.



- commas

TUESDAY

WEEK 7

Name _____

my job is to care for the cattle I lead the cows out to the pasture. Early in the morning in the late afternoon I herd them back into the barn. Besides helping me milk Marta spends the day caring for pedro. In the early evening pedro likes to sit in the kitchen while mama pats out tortillas for our dinner? He likes to help pat the grainy salty cornmeal into flat round shapes that mama cooks on the griddle



- commas

WEDNESDAY**WEEK 7**

This week, it is Papas turn to guard the mission bandits have been steeling cattle and horses in this area The settlers are all taking turns standing guard? Papa says that i am old enough to gard the cattle at home. Next year, when i'm 14 papa says he will take me with him to the mission. Perhaps I will see lovable jolly Father beltran again he will be happy to no that I still enjoy reading and writing



- commas

**THURSDAY****WEEK 7**

Name _____ Date _____

Read the passages.

Double the Fun

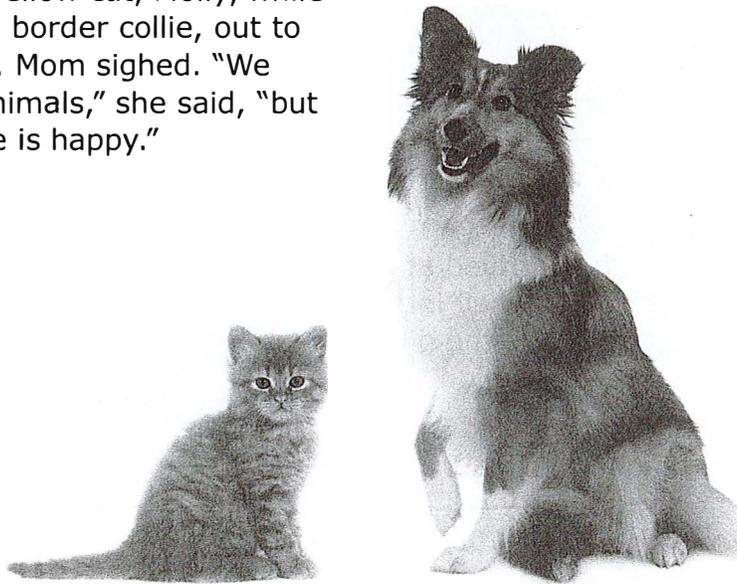
1. "Guess what?" Alexa exclaimed. "I'm getting my own puppy!"
2. "That's fabulous! When?" asked her best friend, Mia. Mia adored dogs, and her family had two: Linus and Charlie. They were big, gentle dogs that were nearly always well behaved.
3. "Next week, for my birthday," said Alexa. "We're having a family meeting tonight to decide on a breed because puppies can be really expensive, and we have to be practical about choosing one."
4. "Linus and Charlie weren't expensive," said Mia. "We adopted them from an animal shelter. They belonged to an old man who couldn't walk them anymore, so he had to give them up. We were really glad we found them because they're super pets."
5. "Wow, that's a good idea," said Alexa. "I'll bring that up at our family meeting."
6. After dinner, Alexa, her parents, and her brother, Andrew, gathered in the living room.
7. "Well, I don't want a dog," said Andrew, "I want a cat. They're more peaceful and quiet, and they sit on your lap."
8. "I appreciate that," said Dad, "but we'll discuss cats when it's *your* birthday. Alexa is eleven years old now and has consented to take full responsibility for the puppy."
9. "Don't forget," Mom continued, looking at Alexa, "puppies need a lot of attention and care. They have to be fed and exercised often, and they need their messes cleaned up. You have considered that, right Alexa?"
10. "Of course," said Alexa, "But I've been thinking that maybe we shouldn't get a tiny puppy. Mia said they adopted their dogs from an animal shelter and they were already grown and trained—and they weren't expensive. The man who surrendered them even gave the shelter their vet records. I think we should look at the dogs at the shelter first."

(continued)

Name _____ Date _____

(continued)

11. Everyone, except Andrew, agreed that it was a good idea. The next Saturday, they went to the local animal shelter, where there were dogs of every size, shape, and color. It was hard to imagine choosing from so many, until a shelter volunteer asked if she could help them. "I'm Cindy," she said. "What kind of dog are you looking for?"
12. "An obedient dog that's not too large," said Mom.
13. "I would much rather a cat," said Andrew.
14. "A beautiful, friendly dog that will play with my friends and me," explained Alexa.
15. "I think we should get a cat," said Andrew.
16. Cindy smiled. "It just so happens that last week a family that was moving had to leave behind their dog and cat. They're both very sweet, and we'd love for them to remain together. Would you like to meet them?"
17. Two hours later, the two new family members were settling into their home. Andrew hugged his yellow cat, Molly, while Alexa took Roscoe, a border collie, out to play in the backyard. Mom sighed. "We didn't plan on two animals," she said, "but it looks like everyone is happy."

**(continue to next passage)**

Name _____ Date _____

(continued)

Out to Play

1. "I can't believe my mom is letting me go to the play with you," exclaimed Mia, "and that we get to stay overnight at your cousin Hayley's house!"
2. "It's only a high school play," Alexa reminded her excited friend, "and Hayley won't be home most of the time because she's the star. She has to be at the school to rehearse, and she has plans with her friends after the play." Alexa had been going to Hayley's plays all her life, it seemed, so she wasn't as excited about seeing the play as Mia was. For her, the best part was staying out late and getting to sleep in her cousin Hayley's bunk beds with Mia.
3. After breakfast on Saturday morning, Alexa and her mother picked up Mia and headed for the interstate highway. Alexa's father and brother didn't go because Andrew had choir practice and someone had to take care of their pets, Molly and Roscoe. Alexa and Mia chatted excitedly for the first hour and then settled down to listen to music.
4. Every once in a while, Mia would suddenly sit up and ask a question. "What's the name of the play again?" she asked for the third time. "*Thoroughly Modern Millie*," Alexa repeated patiently. "It's about a girl back in the 1920s who wants to marry her boss. And it's a musical. Hayley plays Millie, of course—she always gets the female lead. She wants to go to acting school after she graduates."
5. Finally, they arrived at Aunt Joanne's house and hauled in their overnight bags. They introduced Mia to Aunt Joanne. Mom and Aunt Joanne gave the girls a snack and began to prepare an early dinner so they wouldn't be late for the play.
6. At 6:30, they piled into Aunt Joanne's minivan and drove to the high school. Alexa admired Hayley and hoped to one day have the courage to try out for a play at her own school. *How does she remember all those lines and songs, especially in front of an audience?*, Alexa wondered.
7. They all thought the play was excellent and that Hayley did a marvelous job as Millie. Alexa introduced Mia to Hayley after the play, and Mia complimented Hayley on her acting skills. Then Hayley left to go out with her friends for a celebration.
8. It was late when they returned to Aunt Joanne's house—so late, in fact, that Alexa and Mia fell asleep as soon as they crawled into the bunk beds, despite their plans to stay up all night talking. But they did talk all the way home—about the play, their school, and their plans for the future.

Name _____ Date _____

* Pick one prompt *



Opinion/Argument Prompt

Would you rather visit an animal shelter or watch a high school play? Support your opinion with details from both "Double the Fun" and "Out to Play."



Informative/Explanatory Prompt

What character traits describe Alexa? Use information from both stories.



Narrative Prompt

Write a story in which Hayley visits Alexa's house and Alexa and Mia introduce her to Roscoe and Molly.

An Exotic Dilemma

Learn how exotic pets are turning up in unexpected places in Florida.

¹ Would you know what to do if you saw a python slithering across your backyard? What about an anteater looking for dinner in your bushes or a seven-foot-long African monitor lizard running across your patio? People who live in most areas of the United States do not have encounters like these. But if you happen to live in southern Florida, there is a chance that you could run into a number of nonnative species that have settled in your hometown.

² Exotic pets have become more and more popular in recent years. People often purchase an animal as a baby without realizing how difficult it may be to care for that animal when it is fully-grown.

³ For example, Burmese pythons are easy to buy at exotic pet stores or online. When the snake is young, it does not require much more work than any other pet reptile. But Burmese pythons can grow to be more than 20 feet long and can weigh about 250 pounds. There is not much space in the average American home or yard to care for such a creature! When the snake outgrows its cage and its owner tires of caring for and feeding such a large animal, the snake may be abandoned in a wild area.

⁴ In other parts of the country, it is likely that many of these exotic

creatures would not be able to survive long in the wild. But the climate in southern Florida is wet and warm—not unlike the tropical areas where many of the animals are naturally found. Not only can many exotic pets adjust to living in Florida’s natural areas, but if enough of them are released, they can start breeding.

⁵ The problem with invasive species is that scientists don’t always know in advance which ones will alter the environment or harm native populations. In the last few years, people visiting Florida’s Everglades National Park have watched fights between alligators and pythons.

⁶ It is not hard to imagine the impact of aggressive creatures. But even animals like vervet monkeys or Cuban tree frogs, which seem harmless, can change the delicate balance of the environment. They may compete with other animals that eat the same plants or insects. If their presence or behavior causes a change in the habits of other animals, the overall changes could be far-reaching.

⁷ Think about dominos lined up next to one another. None of them may be touching, but as soon as you tip one over, the whole row will tumble. This is not unlike the way plants and animals in the environment react to one another. One small change can set off a whole series of changes that not even scientists can predict.



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

_____ to entertain

_____ to instruct

_____ to inform

2. An **analogy** is a comparison between two things that may seem to be unlike but that have at least one similarity. An analogy is used to compare two things in paragraph 7. What are they?

3. Name two animals that are nonnative species in southern Florida.

4. Why is it hard to care for a full-grown Burmese python?

5. Why are exotic pets more likely to survive in the wild in a state like Florida than they are in a state like Ohio or Montana?

6. Do you think that abandoned exotic animals will continue to be a problem in Florida? Explain your answer.

7. How would you define the term *invasive species*?

8. In paragraph 2, *exotic* means

9. Would you ever purchase an exotic pet? Why or why not?

It's a Bird's Life

What kinds of birds can you identify in your own neighborhood?

¹ Have you ever heard of the National Audubon Society? It is probably the most well-known environmental organization for the protection and conservation of birds and their habitats. It was founded in honor of John James Audubon, who was a naturalist, ornithologist, and painter.

² Audubon was born in the Caribbean country of Haiti in 1785. When he was 18 years old, he was sent to live in the United States at a family farm near Philadelphia, Pennsylvania. He showed a great deal of interest in natural history and conducted the first bird-banding experiment in the country. He captured eastern phoebes and tied small pieces of yarn to their legs. By marking the birds in this way, Audubon was able to conclude that the birds nested in the same places every year.

³ Over the years, Audubon spent more and more time creating realistic drawings and paintings of birds. He began to catalog the birds he drew, venturing farther and farther to locate new species. Although today's conservation groups would not approve of his methods, Audubon used the only technique he knew to create his paintings. He shot and stuffed birds to use as models for his artwork. He posed the birds in their natural habitats so that he would have the appropriate settings for his paintings.

⁴ Some of Audubon's explorations led him on bird-watching excursions down the Mississippi River. He became a talented outdoorsman as he followed his subjects through the South. By the late 1820s, Audubon began looking for a publisher for his catalog of American birds, but American publishers were not interested. Instead, Audubon found an audience in England and Scotland where people were fascinated by the concept of the American wilderness.



⁵ There, *Birds of America* was finally printed with great success. It contained 435 hand-colored plates that showed 1,065 life-sized birds. Nothing so detailed had ever been created to document the variety of birds in America. Today, a complete set of the original prints is very valuable. There are thought to be fewer than 200 copies in existence in the world!

⁶ The Audubon Society was founded in 1886, several decades after John James Audubon's death. It honored a man whose lifework had been to study birds and to begin to educate the public about the importance of protecting them and their environment. The National Audubon Society still exists and continues to grow today. If you are interested in learning more about it or how you can become a junior member, visit www.audubon.org.

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

____ biography ____ historical fiction

____ myth

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

____ Audubon was born in Haiti but moved to the United States as a teenager.

____ The National Audubon Society was founded to honor John James Audubon.

____ Audubon was a painter and ornithologist who created one of the most comprehensive catalogs of birds in America.

3. Check the words that best describe John James Audubon.

____ intelligent ____ artistic

____ cheerful ____ adventurous

____ unfriendly

4. Explain how Audubon's bird-banding experiment worked.

5. Why do you think that today's conservation groups would not approve of Audubon's methods?

6. On the lines below, write a summary of paragraph 6.

7. In paragraph 4, *excursions* means

____ hunting trips

____ presentations

____ trips or journeys

A Bird Excursion

What birds can you identify by sight?

¹ “Are you ready to go, girls?” asked Mr. Vasquez. He stood near the front door wearing a backpack.

² “Ready, Dad,” said Olivia. “Should I grab some bug spray?”

³ “Good thinking,” said Mr. Vasquez. “We don’t want to be eaten alive out there.” Olivia grabbed the bug spray from the closet. Then, Jaya, Olivia, and Olivia’s dad set out on their first joint bird watching expedition.

⁴ “How long have you been birding, Mr. Vasquez?” asked Jaya.

⁵ “I’ve only been doing it for about a year, Jaya,” replied Mr. Vasquez. “Olivia’s mom gave me a backyard birdfeeder for my birthday a couple of years ago. I found out that I really enjoyed watching the birds and identifying them with the field guide I bought.”

⁶ Jaya, Olivia, and Mr. Vasquez crossed the street to the park’s entrance. They picked up a map of the trails. “We should look for a trail that isn’t too wooded,” said Mr. Vasquez. “If we can find a trail that has an open area, like a field or meadow, and some water, we’ll probably have the best chance of making a number of sightings.”

⁷ After careful deliberation, the group agreed on a trail and set off. As the sun rose higher in the sky, they grew warm and took off the long-sleeved shirts they wore over their T-shirts. Within the first half-hour, they were able to identify a blue jay, cardinal, chickadee, house sparrow, northern flicker, house finch, northern oriole, and red-winged blackbird.

⁸ “This is great!” exclaimed Jaya. “Do you usually spot so many birds this quickly?”

⁹ Mr. Vasquez grinned. “It seems like we’re having an especially good day today.”



¹⁰ “We haven’t really seen any birds yet that are difficult to identify,” said Olivia thoughtfully. “They can move so quickly, how can you identify them if you need to check the field guide?” she asked.

¹¹ “Well,” began Mr. Vasquez, “the bird’s size is usually a good place to start. Is it bigger or smaller than a sparrow? What about a robin? Color is not always a reliable identifier because it can change in different types of light. Also, male and female birds frequently have different coloring, which can change by season.”

¹² “What about a bird’s shape?” asked Jaya. “It seems like that would remain constant.”

¹³ “You’re right, Jaya,” said Mr. Vasquez. “The shape of a bird’s body, its tail, its wings, and its bill can all be excellent clues. Bird calls can also be helpful. Field guides often describe what a typical bird call sounds like. You can even go online and listen to a sample of most common calls.”

¹⁴ “That’s where your birding notebook can come in handy, Olivia,” continued Mr. Vasquez. “If the bird flies away before you can identify it, your notes can help you do more research later.”

¹⁵ “Look!” said Olivia, pointing to a pond that was visible in the distance. Several Canada geese took flight, their powerful wings lifting them quickly into the clear blue sky. Jaya, Olivia, and Mr. Vasquez stood quietly watching the geese soar overhead in a perfect V formation. They knew they wouldn’t forget the image of the geese in the clear sky anytime soon.

1. Hyperbole is an exaggerated statement that is used to make a point. For example, the sentence *I am so hungry, I could eat a horse* means that the speaker is extremely hungry, not that she could actually eat a horse. Find the hyperbole in paragraph 3, and write it on the line below. Then, explain what you think it means.

2. Why do you think Mr. Vasquez says they should look for a trail that isn't too wooded and that has open areas and some water?

3. Find one sentence that shows that Mr. Vasquez is knowledgeable about birding.

4. Name two birds that Jaya and the Vasquezes saw on their walk.

5. Why is a bird's shape often a better clue to identifying it than its color?

6. Do you think that Olivia and Jaya will want to go birding again? Why or why not?

7. Check the sentence in which *check* has the same meaning as it does in paragraph 10.

_____ David wrote a check to pay for the groceries.

_____ Did you check the oil level in the car this morning?

8. Check the sentence in which *bill* has the same meaning as it does in paragraph 13.

_____ The woodpecker's bill is long and thin.

_____ Please ask the waiter for our bill.

Week Eight



Summer Practice

Name _____

Lewis & Clark

The United states of america was a young nation in the early 1800s. It was much smaller than it is today, as it reacht only from the Atlantic Ocean to the mississippi river. In 1803, the government of the united states buyed a large area of land from france. This land was known as the "louisiana Territory." It stretched from the mississippi river to the rocky Mountains. Many native americans lived there



- names of places

**MONDAY****WEEK 8**

Thomas jefferson was the president who bought the louisiana territory. He had many questions about this new land What kinds of plants animals and people could be found on these lands. President jefferson wundered what the land west of the rocky mountains was like he knew some of it was mexicos land but he couldn't help wondering if there was a route by river that would lead to the pacific Ocean



- names of places

TUESDAY**WEEK 8**

Name _____

President Jefferson decided to have a group of explorers cross the new land. He wanted them to draw maps study plants and animals and learn about the natives. He put Captain Meriwether Lewis in charge of the explorers and Capt. Lewis chose William Clark to help him lead the group. It took months to prepare for the journey. On May 14, 1804, Lewis and Clark set out with more than 30 explorers.



- names of people
- commas

WEDNESDAY**WEEK 8**

The explorers spent the winter of 1804 in the area now known as North Dakota. There they met a French Canadian trader and Sacagawea, his young Native American wife. Both of them joined the expedition. Sacagawea helped to find food and make friends with other natives. By November of 1805, the group reached the Pacific Ocean. When they returned home, they were welcomed as heroes.



- names of people
- commas

**THURSDAY****WEEK 8**

Read the passage below.

Pandora's Box

1. Long before man was created, Earth was ruled by a group of gods and a race of giants. One of the giants, named Prometheus, created man and made him smarter and more skilled than any animal. Zeus, the king of the gods, did not like man and did not want him to be better than the animals.
2. One day, Prometheus stole fire from the home of the gods and gave it to man. Zeus was furious. He did not want man to have fire, and he was angry that Prometheus dared to steal from the gods. He decided he would soon get back at Prometheus by punishing man.
3. Zeus asked one of his fellow gods to create a female human. She was made out of clay and given different qualities by each of the gods. They gave her beauty, grace, and talent. They also gave her curiosity. When she was finished, she was given the name Pandora and became the first woman on Earth and wife of Prometheus's brother, Epimetheus.
4. Zeus also sent Pandora to Earth with a special gift. He gave her and Epimetheus a heavy golden box with a big lock on it. He told them that they were never to open the box for any reason and gave Pandora's husband the key for safekeeping.
5. Because the gods had given her curiosity, Pandora really wanted to know what was inside the box. She studied it every day and imagined what wonders it held. She begged Epimetheus to open it, but he refused to disobey Zeus.
6. One day, while Epimetheus was sleeping, Pandora decided that she could no longer control her curiosity. She just had to know what was in the box! She quietly took the key from her husband's room and snuck off to where the box was kept.



(continued)

Name _____ Date _____

(continued)

7. When she unlocked and opened the box, Pandora did not receive the surprise she expected. As she lifted the lid, many evil beings flew out. Anger, hate, jealousy, and disease, which were never before part of life on Earth, entered the world for the first time.
8. Pandora felt terrible. She knew that because of her the world was now full of evil and hardship. Her actions made life all but unbearable for humans everywhere. She was ashamed and saddened.
9. Suddenly, Pandora felt a warmth that eased her pain and made her feel better about herself. She peered into the box again and saw that there was one more thing just beginning to float out. It was hope. Pandora was overjoyed. Though the world was filled with many bad things, it also had hope.

* Pick one prompt *



Opinion/Argument Prompt

Do you think Zeus's method of punishing Prometheus was fair? Support your opinion with details from the text.



Informative/Explanatory Prompt

What can you tell about Prometheus from the story? Use details from the text to support your explanation.



Narrative Prompt

Rewrite the story from Pandora's point of view. Tell how she feels about the locked box and how she feels when things come out of the box.

Lighthouse Life

Where will Paloma's imagination take her?

¹ Paloma sat at a computer in the school library. She stared at the blank screen and the blinking cursor. She rummaged around in her backpack for a rubber band, and then she pulled her hair into a thick ponytail. Paloma looked at the computer screen. It was still blank. She sighed and flipped through her notebook to reread Mr. Molina's assignment. It was due in just two days, and Paloma knew that she couldn't procrastinate any longer.

² *Write a creative short story using an experience that you have had recently, Paloma read. Your story should include two examples of figurative language. The finished story should be three to four pages long. Your first draft is due on Friday. Be prepared to share your story with the class and make notes for a revision, which you will have an additional week to complete.*

³ Paloma and her family had taken a trip to North Carolina's Outer Banks just before school began. They had visited four different lighthouses, and Paloma had wondered what it would be like to live in a lighthouse. She knew that before lighthouses were automated, they were run and maintained by a lighthouse keeper who lived on the premises. Paloma thought that would have been an interesting job to have, but she wanted to actually live in a lighthouse. Without thinking about it any longer, Paloma began to write the story.

⁴ I sat with Sadie curled on my lap and looked out the window at the crashing waves. The heavy rain beat against my lighthouse like a thousand footsteps racing up and down the walls. I held Sadie closer and she let out a small meow of displeasure. I knew that the coming storm could not be too dangerous if Sadie was still acting normally. I have read that animals can sense changes in weather and will seek shelter from a tornado or hurricane. I was relying on Sadie's calmness to get me through my first hurricane on the island.

⁵ I knew that my lighthouse was sturdily built. It had survived more than one hundred years' worth of hurricanes and tropical storms. There was no reason to believe that the bricks and wood could not survive another. I looked up at the staircase that spiraled above me and shuddered as I felt the tower sway slightly in a gust of wind.

⁶ Paloma stopped and reread what she had just written. She smiled to herself, saved her story, and then settled into her chair to continue writing. She wasn't sure what was going to happen next, but she knew that if she just kept going, the story would continue to tell itself. Paloma couldn't wait to find out where it would take her.

1. What kind of animal is Sadie? How can you tell?

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

3. Find an example of a sentence or phrase Paloma uses to create tension in her story.

4. The next time she has to write a story for school, do you think Paloma will put it off again? Why or why not?

5. Where does Paloma get her story idea?

Mark each sentence below **F** if it is in first-person point of view and **T** if it is in third-person point of view.

6. ____ I was relying on Sadie's calmness to get me through the hurricane.

7. ____ Paloma reread Mr. Molina's assignment.

8. ____ I looked up at the staircase and shuddered.

Find the simile in paragraph 4 and write it on the line below.

9. _____

10. If you were given the same assignment as Paloma, what would you write about?

Getting Up to Speed

Where can you go running safely in your neighborhood?

Before you begin training:

- Find a running “buddy” to train with you. Ask a friend from school or from your neighborhood, your brother or sister, or a parent or other relative.
- Make sure you have a good pair of running shoes that fit you properly.
- Stay hydrated! Even if you aren’t perspiring visibly, exercise uses up a great deal of your body’s water. Be sure to drink water frequently to keep your energy level up and your body working.
- Snack on healthful foods. Fruits and vegetables, whole grains, and low-fat dairy products all help maintain a healthy body. Have an apple and a piece of cheese, some yogurt sprinkled with granola, or an orange and a handful of whole-grain pretzels. You’ll find that you have plenty of energy to complete the goals you set for yourself.
- Get in the habit of taking a few minutes to stretch before you begin running. Stretching helps you stay flexible. It can also help protect your body from injury.

¹ The best way to begin training is by alternately walking and running. This allows your body to become accustomed to the challenge of running without overdoing it. Begin your first week with running for two minutes and walking for four minutes. Do this sequence five times in a row, four times a week.

² If you feel comfortable doing this sequence after a week, you’re ready to progress to the next level. If it still feels challenging, continue with it for another week.

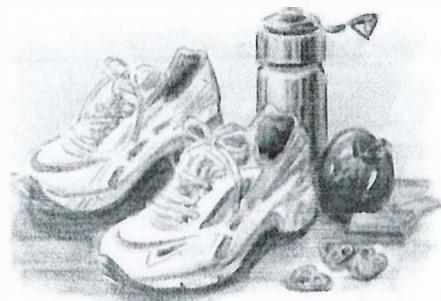
³ When you decide to move to the next level, you’ll run three minutes and walk for three minutes. Continue to progress each week, increasing the time you spend running and decreasing the time you spend walking, until you reach 30 minutes of continuous running.

⁴ When you are running, you should be able to comfortably talk with your running buddy. If you are pushing yourself too hard, talking will be difficult because you’ll be short of breath.

⁵ The days of the week that you don’t run, try some different kinds of fitness activities, like hiking, ice skating, jumping rope, or playing basketball. You’ll find that these activities use different muscles than running does. This kind of cross-training can help you get into even better shape than only repeating a single activity. Don’t forget to schedule at least one day of rest every week. It’s always a good idea to give your body a chance to recover from your daily workouts.

⁶ Consider keeping a runner’s log or journal. You can record the weather, your route, the distance you ran, and how you felt. You might notice that you prefer running early in the day or that eating an orange before you go for a run gives you a good boost in energy.

⁷ Most of all, remember to have fun. Running is just one of many different activities you can do to stay in shape. Vary your routine enough to keep it interesting, and bring along a friend to keep you company.



-
1. What are some types of fitness activities mentioned in the selection besides running?

2. What do you think cross-training is?

3. What is the best way to begin training?

4. What purpose would a reader have for reading this selection?

____ for pleasure or entertainment

____ to learn how to become a runner

____ to form an opinion about running

5. Write a summary sentence for paragraph 5.

6. What kind of information could you record in a runner's log?

7. Do you think the author is trying to persuade the reader of anything in this selection? Explain.

8. In bullet 3, what does *hydrated* mean?

9. Are you a runner? If so, explain what you like about it. If not, would you like to take up running? Why or why not?

Rolling to Victory

How did wheelchair basketball get its start?

¹ After World War II, many injured veterans returned home needing wheelchairs for mobility. These former soldiers tended to be young and mentally fit, so they were not about to let their physical disabilities make them idle. In Veteran's Association hospitals across the country, vets needed an outlet for their energy and athleticism. It was this desire for activity that gave birth to wheelchair basketball.

² In 1946, two different chapters of the Paralyzed Veterans of America, one in California and one in New England, began hosting wheelchair basketball games in VA hospitals. Word spread about this new sport, and soon there were veterans' teams forming all over the United States and Canada. The excitement even crossed the Atlantic Ocean, and a team was formed in England. At the first PVA wheelchair basketball tournament, the original California team, the Birmingham Flying Wheels, won the series.

³ In 1948, the Flying Wheels received sponsorship to travel the U.S. and play other VA teams. The popularity of these wheelchair basketball competitions inspired the first civilian, or nonmilitary, team to form in Kansas City. They were originally called the *Kansas City Wheelchair Bulldozers*, but today they are known as the *Rolling Pioneers*.

⁴ The next year, a group of students at the University of Illinois, helped by the university's director of rehabilitation, developed a more organized wheelchair basketball league. They held the first National Wheelchair Basketball Association tournament in 1949. Today, the NWBA has grown to include 22 conferences with 165 teams!

⁵ So, what makes wheelchair basketball different than the game you usually see on television or at the school gym? Aside from a few rules concerning the wheelchairs, it is mostly the same. The most obvious



difference is that to be an eligible player you must have a physical disability that requires the use of a wheelchair.

⁶ However, even this requirement allows for a wide range of physical abilities with advantages and disadvantages for each player. To compensate, points are awarded to each player depending on how severe his or her disability is. Each team is allowed to have a maximum of twelve points, ensuring that teams are fairly matched.

⁷ Another rule that helps keep the game fair is the *physical advantage foul*. Someone with a spinal cord injury might not be able to move his or her legs, but another player might still have use of part of his or her leg. This foul rule states that all players must remain firmly seated and may not use a physical advantage to raise themselves up in the wheelchair. Three physical advantage fouls will cause the offending player to be removed from the game.

⁸ There are also specific requirements for the shape and size of the wheelchair, including a roll bar that protects the player if the chair tips over. During intense moments of play, it is not unusual for a player to fall out of his or her wheelchair. As long as the fallen player is not hurt and the fall does not interfere with play, the game keeps rolling!

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

1. ____ The first military wheelchair basketball team was called the Kansas City Wheelchair Bulldozers.
2. ____ Today, there are more than 160 NWBA teams.
3. ____ The first NWBA tournament was not held until the 1990s.
4. How does the physical advantage foul rule help keep the game fair?

5. Why was wheelchair basketball first invented?

6. What was the name of the original California wheelchair basketball team?

7. Why are points awarded to each player depending on the severity of his or her disability?

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

____ to persuade the reader to attend a wheelchair basketball game

____ to explain the origins and rules of wheelchair basketball

____ to instruct the reader on how to join a wheelchair basketball league

9. The Latin root **mob** means *move*. Find a word in paragraph 1 with the root **mob**.

10. The Latin root **act** means *do*. Find a word in paragraph 1 with the root **act**.

11. The Latin root **form** means *shape*. Find a word in paragraph 2 with the root **form**.

Home, Sweet Home

What is the strangest place you can think of to live?

1 Most people feel a strong attachment to their homes. It is not uncommon for people to do everything they can to protect their belongings and the place they call home from danger. But how far would you be willing to go? Would you choose to live in a place that was in a constant state of danger?

2 For years, it wasn't a hard question for Jack Thompson to answer. He lived in one of the most dangerous places on Earth, but it was just home to him. Thompson lived in Hawaii near Kilauea, one of the most active volcanoes in the world. He owned a home in a subdivision called Royal Gardens. It was different than subdivisions that might be familiar to you. Thompson was the only resident. Everyone else evacuated when Kilauea began erupting in 1983.

3 Thompson became accustomed to living in close quarters with the volcano. The flow of the 2,000-degree lava that eventually consumed many of the homes in Thompson's neighborhood no longer astonished him. He still had a healthy respect for the power of Kilauea, but he did not live every day in fear. After all, it was Thompson's choice to stay in his home, even though the environment he was used to changed so drastically.

4 Thompson's home was completely encompassed by the products of lava flow. Portions of it cooled enough to allow Thompson a way out, either on foot or by motorcycle. However, his path was unreliable. Bubbling lava lay just below the surface of rock that Thompson crossed. Sometimes, it was hot enough to melt the rubber on his shoes. At any time, a sudden crack could open up, revealing the red-hot dangerous liquid. Thompson knew that he needed to keep moving because it was unsafe to linger for long on the quickly changing surface.

5 It took an hour for Thompson to travel three miles over the unsteady rock. When he left his home to get supplies, he had to be sure to purchase all the essentials because he never knew when he might be trapped for a period of time by a fresh lava flow. Thompson did not have a telephone line or electricity, so he learned how to function using solar power, gas appliances, and rainwater that he collected and stored.

6 There is no doubt that the life Thompson lead isn't for everyone. But he loved the natural beauty of his home, and he even liked the isolation that comes with living in such an inaccessible location. Unfortunately, in 2012, the inevitable happened. There had been many close calls over the years. Thompson was used to that. But in 2012, the lava got too close, and Thompson had to evacuate. The lava took over the last remaining house in Royal Gardens. It was time for Jack Thompson to find a new home in Hawaii's tropical paradise.



Circle the word that best completes each sentence below.

1. Jack Thompson became _____ to living in the path of an active volcano.
related accustomed furious

2. Thompson enjoyed living in a beautiful and _____ area.
terrifying common remote

3. Thompson used several _____ energy sources.
alternative expensive unrealistic

4. How was Royal Gardens different than other subdivisions?

5. What does it mean to live "in close quarters" with the volcano?

6. Why do you think that Thompson refused to move when everyone else sought shelter in safer places?

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

_____ The lava that flowed near Thompson's home averaged about 2,000 degrees.

_____ Thompson respected the power of the volcano but had become used to living so close to it.

_____ The lava consumed many homes in Thompson's neighborhood.

8. How would you feel about living in a dangerous place, the way Jack Thompson did? Explain.
