

Differentiated

GRADE
5

HOME LEARNING Reading & ELA

3 WEEKS

OF READING, WRITING, AND GRAMMAR LESSONS

FREE!

BY: *Teaching and Tapes*

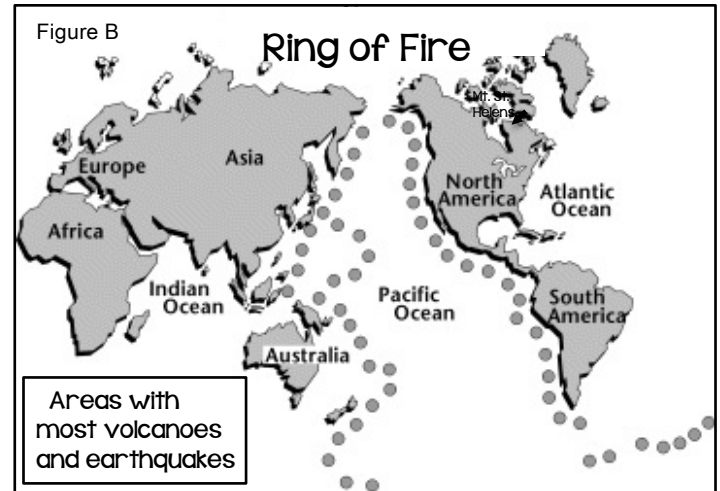




The Ring of Fire

A volcanic eruption can be scary. Lava and rocks slide down mountains. Smoke rises to the sky. Sometimes the top of the mountain blasts off. Rocks from the mountain top fly through the air. There are some volcanoes that are not so intense. The lava flows slowly. Smoke drifts out of the ground. They can still be very dangerous.

Most volcanoes in the world are dormant, or sleeping. In the United States, most active volcanoes are found on the West Coast or in Alaska or Hawaii. They are in the area called "The Ring of Fire". The Ring of Fire has 452 volcanoes. These are a mix of dormant and active volcanoes. The Ring of Fire is where nearly all of the world's earthquakes happen.



Earthquakes and volcanoes are related.

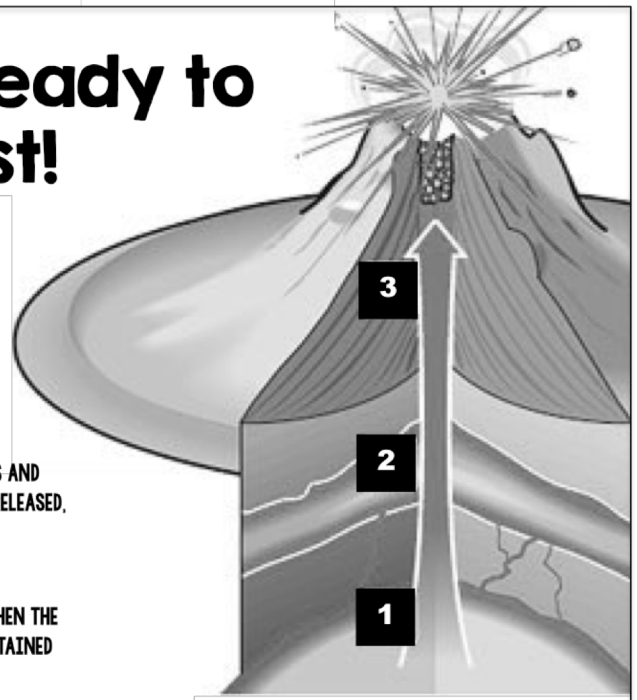
They both happen because of changes under Earth's surface. Under the ground, there are big plates of Earth's crust, called tectonic plates. These plates move and bump into each other. This can cause earthquakes. The plates move slowly, so this does not happen often.

When the plates move, gaps are made where melted rock, called magma, can pool. Volcanoes happen when a lot of magma pushes on the plates. With a lot of pushing, it can explode. The tectonic plates in the world that move the most are those in the Pacific Ocean. Because they move so much, there are more volcanoes and earthquakes in the Ring of Fire than anywhere else.

Figure C

Getting Ready to Burst!

- 1** MOLTEN ROCK, OR MAGMA, AT A TEMPERATURE OF MORE THAN 1650°F, RISES THROUGH WEAK SPOTS IN THE EARTH'S CRUST WHERE TECTONIC PLATES MEET.
- 2** THE MAGMA POOLS IN A CHAMBER. GAS AND WATER DISSOLVED IN THE MOLTEN ROCK ARE RELEASED, CAUSING PRESSURE IN THE CHAMBER TO RISE.
- 3** THE VOLCANO ERUPTS EXPLOSIVELY WHEN THE MAGMA AND HOT GAS CAN NO LONGER BE CONTAINED BELOW THE EARTH'S SURFACE.



1. What happens when a volcano erupts? Include quotes from the text that support your response.



Color the text you have quoted.

2. What is the Ring of Fire? Include quotes from the text that support your response.



Color the text you have quoted.

3. How are earthquakes and volcanoes related? Include quotes from the text that support your response.



Color the text you have quoted.

USING COMMAS

Directions: Read the passage below, and add the missing commas where they belong.

Puppies are definitely a lot of work, but they also bring plenty of joy to your world. Puppy-proofing your home is a must. Puppies are curious and will bite lick and eat anything. This means that all chemicals cleaning supplies cords toys and any other dangerous objects need to be put up and out of your puppy's reach. You may want to give your new puppy some dog toys ropes or bones to chew on instead.

It is important to make sure that your puppy eats a well-balanced diet is fed according to directions and has a source of fresh water available at all times.

When you get your new puppy home, remember that it is just a baby. It needs lots of love rest attention care and time to play. Above all, enjoy! You have a new pet!

Circle one of the commas you added. Explain why you believe a comma belongs in this place.



The Heat

Carla was being very fussy. She was turning two years old today. It was her birthday. There was one thing that Carla loved more than anything. She loved to eat beef stroganoff. She would run around the house, yelling, "Beef rogan! Beef rogan!"

It was her birthday, but she was not happy. She was fussy and difficult. Dad tried to play blocks with her. She kept breaking everything that he put together. Mom gave her juice. She poured it on the floor and said, "You clean, me birthday!"

Mom cleaned the mess, even though she did not want to. Since it was Carla's birthday, she was being extra patient, nice, and calm. She made her a cake and her favorite food. This was not enough for Carla. Mom was trying her best, but it was getting tough. She wanted Carla to have a great day. She did not want her to be so bossy and grumpy. She was starting to get a little annoyed. Then, Carla reached to touch the hot pot lid on the stove. Mom quickly pulled her away.

Carla looked at Mom. She yelled, "I want to touch the hot."

"No you don't, Carla," said Mom. "It is hot and it would hurt."

"Mom, you don't know. It's my birthday. I want to touch hot," Carla demanded.

"Honey, you can't touch that. It is very hot." Mom pulled Carla away. As she did, Carla started to scream and cry. Mom knew Carla had her mind set. She also knew there was one way to teach her what hot means. "Okay, but if you touch it, you are not going to like it."

Carla was happy. She smiled at the hot pot sitting on the stove. She reached out her hand and grabbed the hot lid. Carla yelped and pulled her hand back. "That is hot," she whimpered as she hugged her mom.

It was a birthday they would never forget. For the rest of Carla's life, on every birthday, Mom would tell people about Carla's 2nd birthday. She told them about the birthday bandage she wore on her finger for the rest of the day.

"That," said Mom, "was how Carla learned what hot means."

1. Why do you think the mother let Carla touch the hot plate? **QUOTE** the text in your response. Suggested phrases: "The author said..." or "According to the text..."



Color the details in the text that help you answer the question.

Reread the text you have colored. Describe its overall tone or feeling.

2. What is Carla like? What can you infer about her personality? **QUOTE** the text in your response. Suggested phrases: "The author said..." or "According to the text..."



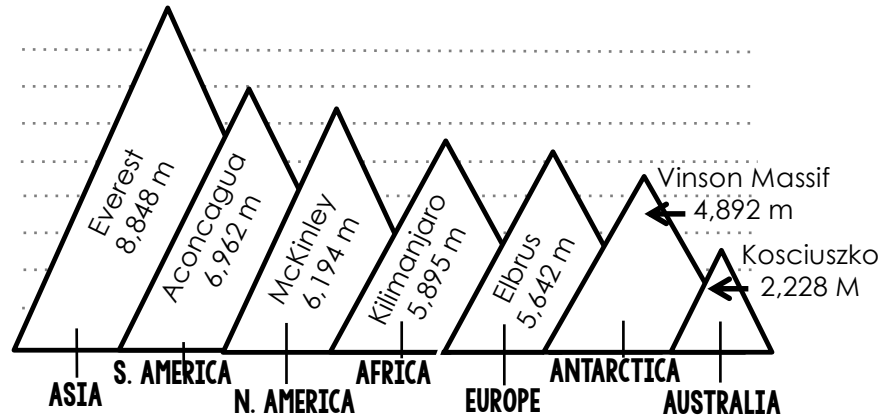
Color the details in the text that help you answer the question.

READING TEXT AND CHARTS

Directions: Read the text and diagram, and answer the question.

The World's Highest Mountains

Mount Everest is the highest mountain in the world. It is almost 9,000 meters tall. Mount Everest is part of only 14 mountains in the world that are higher than 8,000 meters. All of the 14 highest mountains are in the Himalayan mountain range in Asia. These are the tallest mountains in the world. Other continents also have high mountains, but none of the other continents have mountains that are over 8,000 meters. The Andes Mountains in South America have the next tallest mountains. Mount Aconcagua is 6,962 meters high. It is the highest mountain outside of Asia.



Question: Is Mt. Kilimanjaro in the Himalayan mountain range? How do you know? Write your response in complete sentences.

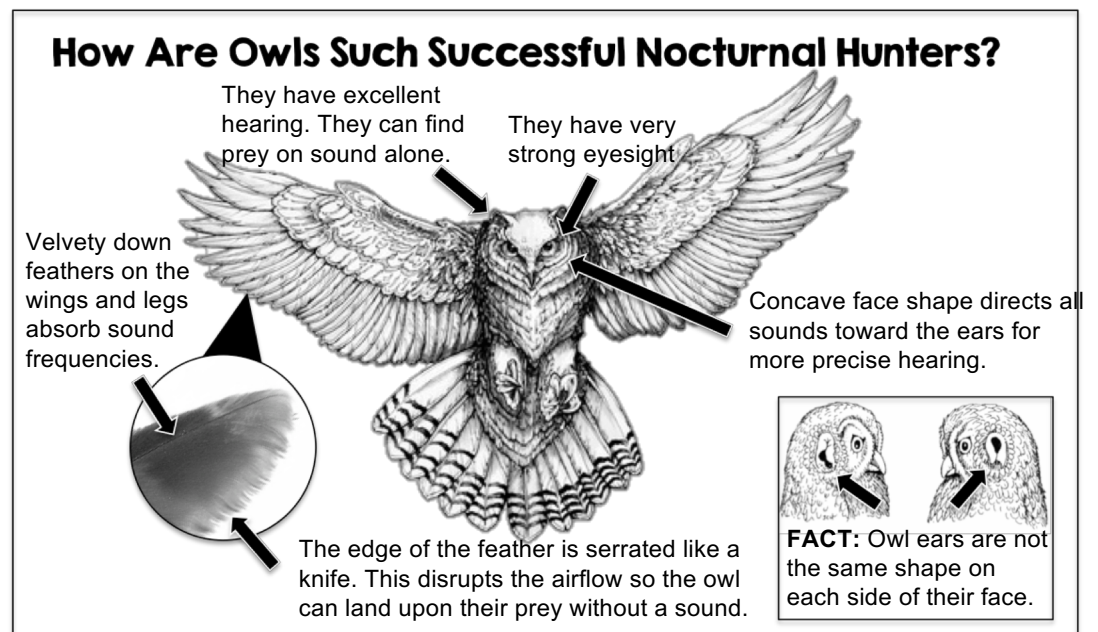


The World at Night

Animals and insects that are awake at night are called nocturnal. Nocturnal means to be active at night and sleep in the day. There are good reasons why some animals are nocturnal.

Some animals are nocturnal because of the temperature. In many areas, it can be too hot for an animal to be out in the day. So, in the day, they sleep in shade to keep cool. At night, they wake up and hunt. Animals may be nocturnal because of competition. That means they eat the same types of food as others. For example, coyotes and mountain lions like to eat rabbits and deer. It is better for one to hunt during the day and the other at night. So, coyotes are nocturnal and mountain lions are active in the day. This is a way that nature finds a way to balance.

Nocturnal animals have traits that help them find food in the dark. Owls are an example of this. Owls eat mice and other small rodents. These animals come out mostly at night. That means owls must come out at



night to find them. Owls are strong hunters in the dark. They have great hearing, which is helpful in the dark. Their face shape directs sound to their ears. Owl feathers are perfect for silent flying, landing, and hunting. Because of their special traits, owls can hunt without competition.

The most well known nocturnal animals are cats, rodents, and owls. Yet, the list also includes snow leopards, red foxes, and skunks. One thing they all have in common is that they have special abilities that help them survive in the dark.

One **MAIN IDEA** of this text is:

SUPPORTING DETAIL:

SUPPORTING DETAIL:

Another **MAIN IDEA** of this text is:

SUPPORTING DETAIL:

SUPPORTING DETAIL:

Write a **SUMMARY** of this text.

SUMMARY =

Main Ideas + Supporting Details

ANTONYMS

Directions: Read each sentence. Write what the underlined word means and an antonym for that word. Use a dictionary and/or thesaurus if needed.

The candy was full of artificial ingredients.

The underlined word means:

The OPPOSITE of the underlined word is:

My sister intentionally knocked the book on the floor.

The underlined word means:

The OPPOSITE of the underlined word is:

The teacher needed to separate the two talkative girls.

The underlined word means:

The OPPOSITE of the underlined word is:

The puppy had a guilty look on its face.

The underlined word means:

The OPPOSITE of the underlined word is:



The Climb

They were halfway up the mountain when Anne asked for a break. She sat in the shade. Anne was tired, yet she had bet her friend Lydia that she could make it to the top. The mountain was not that big. Anne, however, was more of an indoor person. She liked to stay inside and read books. This was not her style. Lydia was the opposite. She spent most of her free time outside. This hike was easy for her.

"Maybe we are not meant to climb this mountain," said Anne. "Like how the Olympians never climbed Mount Olympus because they thought their Gods lived at the top."

"We are not in mythical times," smiled Lydia. "Stop stalling. Let's keep going." Lydia always thought it was funny that Anne was so dramatic.

They kept walking. Anne looked down at her town. She had lived there all her life. She had never seen it from above. Now here she was, headed up into the clouds. "I better be a hero at the end of this," Anne muttered as she climbed over a pile of rocks. She pretended she was climbing Mount Olympus and she would be made a hero when she reached the top. She could live in the clouds with Zeus and the other Greek gods and goddesses.

Anne looked up and realized the last section of the hike was practically vertical. The rest of the hike, up until now, was mostly flat.

For the last mile, Anne thought of what her hero name might be. Perhaps it would be "Anne, Mountain Climber," or perhaps, "Anne, Undefeated Hiker." She would be gifted with the winged shoes of Hermes, the messenger for the Gods. She would never have to walk again. She could just float around while reading.

The girls could see the end of the path. Up ahead, there was a bench looking at the view. It was a clear day. From the bench, you could see most of the town. Anne quietly sat there for a long time. It was an amazing view. After a short rest, Lydia said they should head back to the car. During the 30-minute drive back to town, Anne felt like she had changed. Maybe she was not going to be just an indoor girl anymore. It seemed like she found some peace. It was at the top of that mountain.

1. Describe the **THEME** of the text.

2.  Color in a **DETAIL OR SENTENCE** that supports the theme.
Explain in your own words how this detail supports the theme.

3.  Color in a **DETAIL OR SENTENCE** that supports the theme.
Explain in your own words how this detail supports the theme.

4. Describe the challenge in this story, along with how Anne reacted to it.

THE CHALLENGE	ANNE'S REACTION
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5. Does Anne's reaction to the challenge support the theme of this story? Explain.

QUOTING TEXT

Directions: Practice quoting text correctly, and use the appropriate punctuation.

Using a direct quote, write and tell about something your teacher always says.

Something my teacher always says is _____

Using a direct quote, write and tell about something your parent always says.

Something my _____ always says is _____

Using a direct quote, write and tell about something your friend always says.

Something _____ always says is _____



Brontosaurus: The Mixed Up Dinosaur

You have probably heard of a Brontosaurus before. You might even be able to describe it. It was a huge dinosaur with a long neck and tail. It may seem strange to you, but Brontosaurus never really existed. It is all a case of mistaken identity.

Othniel Marsh and Edward Cope both studied dinosaurs. They sometimes competed with each other. Back in 1877, they were on a mission to see who could find more fossils. They would even smash fossils just so the other could not get them.

In 1877, Marsh found a dinosaur skeleton. It had a long neck and tail. However, it was not the complete skeleton. Marsh did not care. He just wanted to make sure he was a better paleontologist than Cope. Usually, scientists would take their time to study their discoveries. Marsh rushed. He quickly named it Apatosaurus.

Two years later, Marsh was looking for fossils in another area. He found a skeleton similar to the one he called Apatosaurus. The new skeleton was bigger and had more bones to it. However, there was one problem. This skeleton had no head! Marsh had a solution. A few miles away, they found a skull. Once again, Marsh was in a hurry. Instead of finding out who the skull belonged to, he added it to the other skeleton. He called his “new” discovery Brontosaurus.

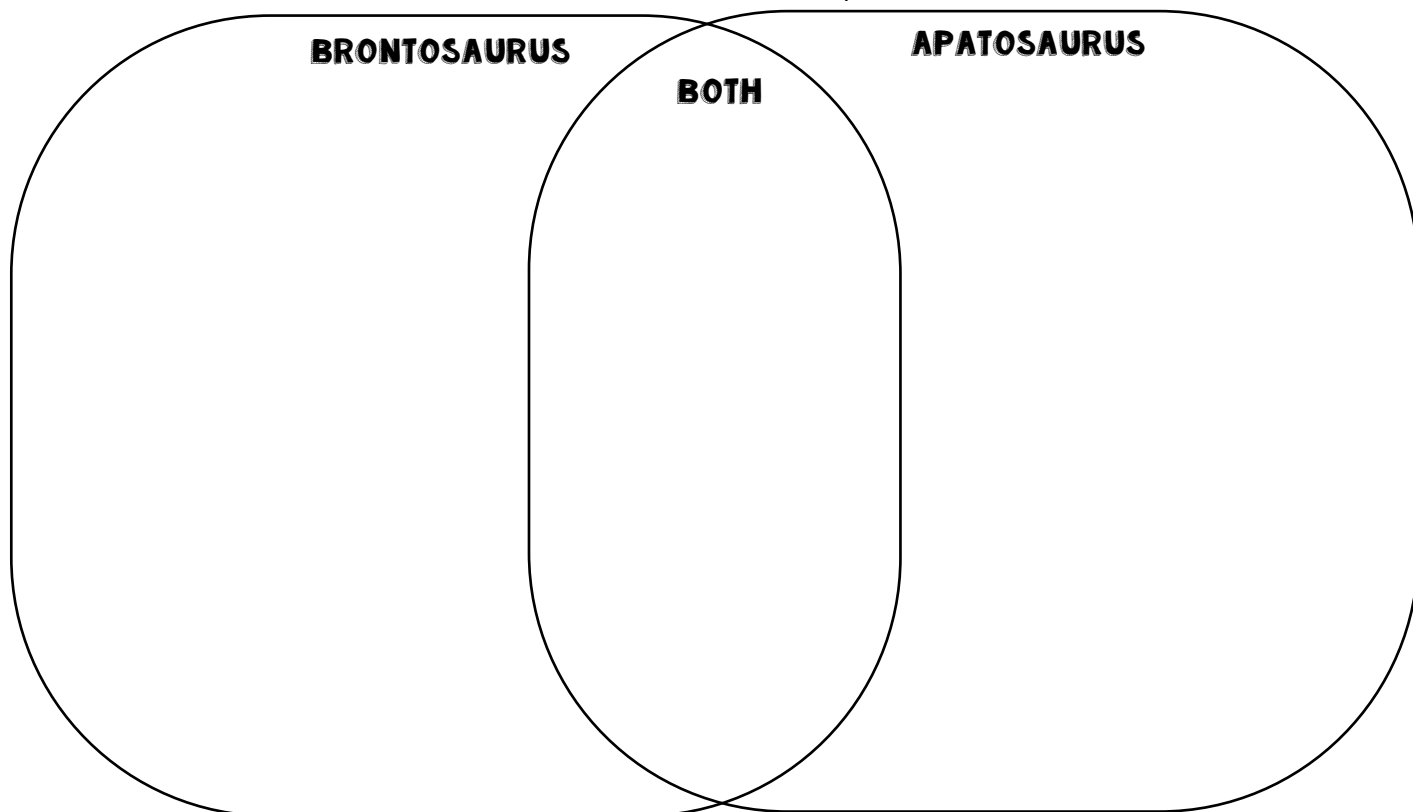
Marsh and his team did not tell anyone about what they had done. Several years later, someone realized that the Brontosaurus skeleton was actually the same as Apatosaurus. The skull that Marsh used for Brontosaurus actually belonged to a dinosaur called Camarasaurus. Marsh was too impatient to wait and find this out himself.

Some people say that the Brontosaurus did exist. They would be sort of correct. You must remember that Brontosaurus was really a combination of Apatosaurus and Camarasaurus. Both of these dinosaurs had already been discovered and given their names. In science, the name given first is the name that stays. Since Marsh discovered and named his first skeletal remains Apatosaurus, this is the official name.

1. Explain how an Apatosaurus and a Brontosaurus are **CONNECTED**.

Brontosaurus	<div style="border: 1px solid black; height: 350px; position: relative;"><div style="position: absolute; top: 0; left: 0; right: 0; border-bottom: 1px dashed black;"></div><div style="position: absolute; top: 10%; left: 0; right: 0; border-bottom: 1px dashed black;"></div><div style="position: absolute; top: 20%; left: 0; right: 0; border-bottom: 1px dashed black;"></div><div style="position: absolute; top: 30%; left: 0; right: 0; border-bottom: 1px dashed black;"></div><div style="position: absolute; top: 40%; left: 0; right: 0; border-bottom: 1px dashed black;"></div><div style="position: absolute; top: 50%; left: 0; right: 0; border-bottom: 1px dashed black;"></div><div style="position: absolute; top: 60%; left: 0; right: 0; border-bottom: 1px dashed black;"></div><div style="position: absolute; top: 70%; left: 0; right: 0; border-bottom: 1px dashed black;"></div><div style="position: absolute; top: 80%; left: 0; right: 0; border-bottom: 1px dashed black;"></div><div style="position: absolute; top: 90%; left: 0; right: 0; border-bottom: 1px dashed black;"></div></div>	Apatosaurus
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2. Complete the Venn Diagram showing the characteristics of an Apatosaurus and a Brontosaurus. Color the section of the text where you found the information.



VERB TENSES

Directions: The following sentences have incorrect verb tense shifts.
Rewrite the following sentences so that the verb tenses make sense.

1. The boy insisted that he has paid for the candy bars.

2. Sarah dreamed of winning the science fair, and her dream comes true.

3. When I first moved to my new school, I love my teacher.

4. Alyssa passed the ball to Lucy, who scores the winning goal.

5. As of now, we were quite hopeful that the situation will improve.

6. She helped her grandmother with the groceries and then watches TV.



The Family Champ

Aito and Kimiko were playing ping pong in the basement. Their game was intense. They both wanted to win. Aito's younger sister, Kimiko, was usually slow. In the past couple of weeks, however, she had started to keep an eye on the ball. Aito used to just hit it hard and fast to her, but she could never hit it back. When he did this, the game would end. However, now he couldn't just whack the ball off the table like usual because she could hit it back. He was used to being the best at sports in his family because he was the oldest. Now he had competition.

Kimiko huffed. Her straight black hair was in her eyes. She was starting to sweat a little bit. "You're afraid 'cause your little sister is about to beat you," she said. Kimiko wanted to win. She wanted to show him that it didn't matter if he was older, she could still beat him. The difference between Kimiko and Aito is that she knew hard work was the only thing could make someone the best.

Aito was not ready for her to beat him. She was starting to make him nervous and he didn't like it. He thought it was better when he used to win every game in his family. He liked it better when she was so easy to beat.

He threw the ball and hit it with all his might. He hit it too hard. The ball zipped off the table and onto the other side of the basement. It landed somewhere by all the boxes full of their parents' stuff.

Aito put his paddle down. He walked to the dusty corner of the basement. It was dark in the corner. He reached around to feel for the ball. Instead of touching the ball, he felt a wooden box. He sat down and opened it.

Inside were some old photos and trophies. There was also a heavy, golden ping pong ball. When Aito looked at the photos, he saw a woman he knew. She was being given a trophy. She was standing on top of a trophy stand with men in the second and third place spots. The photo said the words "World Ping-Pong Champion". He knew the face of the woman very well. "Grandma?" said Aito, surprised.

Aito looked at the photo and realized he was not the best ping pong player in the family. He wondered if maybe he wasn't even the second best player in the family anymore either.


1. Describe the characters.


Aito

Kimiko

2. In what ways are Aito and Kimiko **SIMILAR**?

3. In what ways are Aito and Kimiko **DIFFERENT**?

4.  Color a sentence or detail that most shows what **AITO** is like.

5.  Color a sentence or detail that most shows what **KIMIKO** is like.

6. Explain the **DIFFERENCES** between the characters shown by the sentences you have colored.

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Can We Drink Salt Water?

Humans need water every day to stay alive. Our world is made of two types of water—fresh water and salt water. The human body cannot survive more than a few days without fresh drinking water. It helps the body flush out waste.

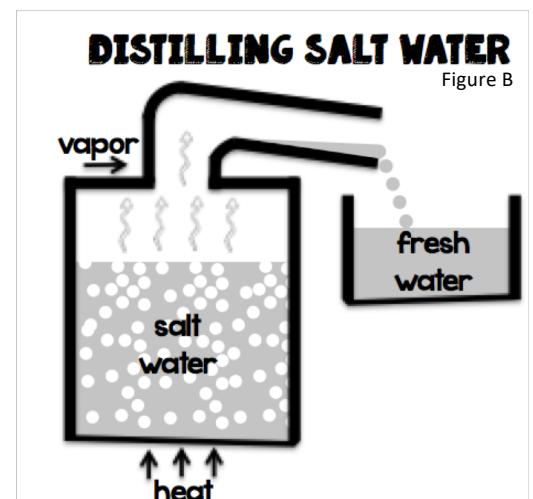
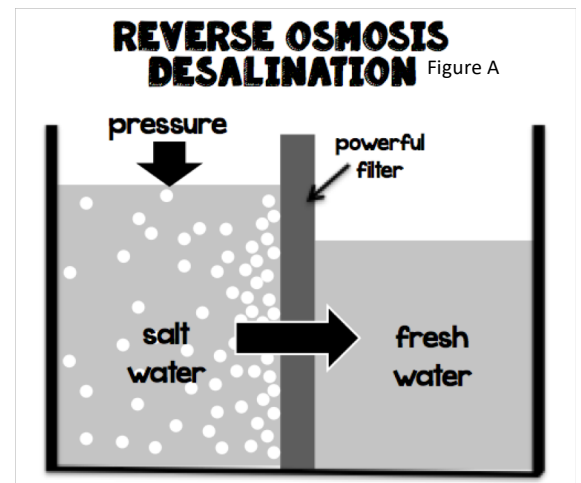
Drinking salt water from the ocean is not healthy. Salt water is a hypertonic fluid. This means that it has more salt than a body can handle. The human body quickly fills with salt when a person drinks salt water. The fast rise in salt makes the body's cells release water. This can make the person very sick.

Fresh drinking water is not easy to find in many parts of the world. Some parts of the world do not have enough water, even though they are by the ocean. Oceans hold about 9/10 of all of the earth's water. Many countries use a process called desalination to make fresh drinking water. Desalination can turn salt water into safe drinking water.

There are a few ways to desalinate salt water.

Reverse osmosis uses very fine filters to separate the water from the salt. Distilling is another method. To distill salt water, it is heated to boiling until it turns to steam. The steam is pure fresh water. The steam is trapped and becomes drinking water. The salt is left behind in the pan.

The desalination process can cost a lot of money. However, we need water to stay alive. We should be thankful for desalination!



Use the text to find and explain the meaning of the following words and phrases.

Step 1 : Underline the text that helps you understand the meaning

Step 2: Explain the meaning in your own words.

HYPERTONIC FLUID is...

Now use the word **HYPERTONIC FLUID** in a sentence:

DESALINATION is...

Now use the word **DESALINATION** or **DESALINATE** in a sentence:

REVERSE OSMOSIS is...

Now use the word **REVERSE OSMOSIS** in a sentence:

DISTILLING is...

Now use the word **DISTILLING** or **DISTILL** in a sentence:

COMMON IDIOMS

Directions: Explain what the following idioms mean in your own words.

1. Two wrongs don't make a right.

2. The pen is mightier than the sword.

3. A watched pot never boils.

4. Don't make a mountain out of a molehill.



The Big City

I am Della. This is a story about one of those days you never forget. This memory rises to the top as one of my favorites. It started when I stepped off of the train after a short ride from my small town to the beautiful city of New York City. My older sister, Rebecca, took me. I felt so grown up going there with my big sis.

When I got off of the train, there was a flood of people around us. I stood there taking in the electricity of the city. There were so many new and interesting people coming and going. "This is going to be a great day," I said to myself.

Our first stop was Times Square. There were lights everywhere. There was a constant stream of sound from car horns, music, and people. I felt dazed. I said, "I have no idea what to do first. There is so much going on!" Rebecca knew exactly what to do. She grabbed my hand and guided me through the labyrinth of people who were rushing around.

She took us to Central Park. It was close to lunch time. Both of us were starving. "Mmmm, those hot dogs over there smell yummy," I told my sis as my mouth watered. Rebecca agreed with a smile. We hurried over to the hot dog stand. I scarfed it down quickly. "I did not know a hot dog could be so good!" I said as I wiped mustard off my lips. As we sauntered through the park, we saw people playing music and having a great time.

Our final stop was the Statue of Liberty. We got there at the perfect time. The sun was resting on the water. Rebecca and I sat on a bench and looked at the beautiful statue. Rebecca suggested it was time to go home. I felt sad about going back to my regular life, but my eyes were heavy and my feet were sore.

We took a taxi to the train station. We got there just minutes before the train left. Right after I sat down, I turned to Rebecca and said, "Thank you so much for such a great day! I will never forget it!" It has become one of those special memories that sticks like glue in my mind.

1. Find the underlined word, labyrinth, in the text. **EXPLAIN** what this word means. **Circle** any words in the text that are a clue to the meaning of the word.

2. Find the underlined word, sauntered, in the text. **EXPLAIN** what this word means. **Circle** any words in the text that are a clue to the meaning of the word.

3. The second sentence in the story has an example of **FIGURATIVE** language. It says, "This memory risers to the top as one of my favorites." Explain why the author may have chosen this phrase.

4.  Color all of the words and phrases in the text that are examples of **FIGURATIVE** language.

5. Choose three **FIGURATIVE** phrases in the text. Explain the meaning in your own words.

1. phrase: _____
meaning: _____

2. phrase: _____
meaning: _____

3. phrase: _____
meaning: _____

SYNONYMS AND ANTONYMS

Directions: Write two synonyms (similar meaning) and two antonyms (opposite meaning) for each word given. Use an online dictionary or thesaurus if needed.

	TWO SYNONYMS	TWO ANTONYMS
fast		
happy		
little		
new		
wrong		
scared		
start		
bad		
sad		
love		
small		



Rise to the Challenge: Helen Keller

Helen Keller was born in 1880. She was a happy and healthy baby. However, she got very sick when she was one year old. After a few days, she began to recover from her extremely high fever. A short time later, her parents realized that Helen had lost her sight and hearing.

When Helen was a child, she tried to communicate. She tried to use her hands to let others know what she wanted. It was hard to understand her. This made her frustrated and angry. She began to act out, often kicking and hitting others.

Helen's parents knew they needed to help her. In 1887, they hired Anne Sullivan to be her guide. Anne Sullivan had been blind herself. However, she had surgery to fix her eyesight. Helen's parents hoped Anne and Helen could relate to each other. Anne first taught Helen the words for items. Anne would put the item in Helen's hand. Then, she would press the letters of the words into Helen's other hand. Helen then repeated the letters into Anne's hands.

Next, Anne taught Helen how to read using special books written in Braille. Braille is a special type of alphabet that uses raised dots on paper. Helen was a smart student. By the time she was 10, she could read books in Braille and use a typewriter.

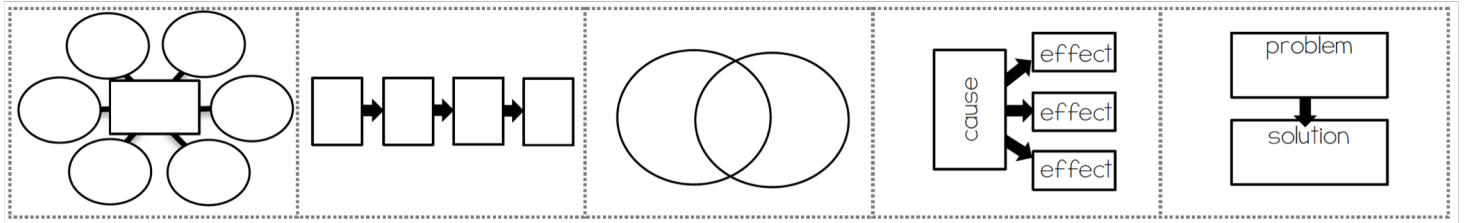
After learning how to read books in Braille, Helen wanted to learn how to speak. A woman named Sarah Fuller taught her how to speak. Sarah was a teacher for deaf students. She learned to speak by putting her hands on Sarah's lips in order to feel how the words would sound.

When Helen was 16, she went to college. Anne Sullivan went along with her. Anne was responsible for signing the lectures into Helen's hand. In 1904, Helen Keller graduated from Radcliffe College with honors.

Helen wrote about what her life was like as a person who was both deaf and blind. She devoted her life to helping others with disabilities. She never let anything stop her from living the life she wanted.

1. Describe the **TEXT STRUCTURE** the author used in Rise to the Challenge: Helen Keller.

2. Choose one of the following visual diagram types that best matches the text structure in Rise to the Challenge: Helen Keller. Draw and complete the diagram in the space provided.



OPINION WRITING

Do you think students should be able to bring cell phones to school? Include an introduction, three reasons, and a conclusion.

Introduction (1 sentence): _____

Reason #1 (2 or more sentences): _____

Reason #2 (2 or more sentences): _____

Reason #3 (2 or more sentences): _____

Conclusion (1 sentence): _____



Steps of Inspiration

On June 27, 1880, Helen Keller was born. She was a healthy little girl. However, things changed when she was about two years old. She got sick with a high fever. The fever hurt her brain. It left her blind and deaf.

As Helen grew, she made up signs to communicate. By age 7, she knew more than 60 signs. In 1887, Helen's family hired Anne Sullivan to teach her even more signs. First, Anne taught Helen the alphabet in sign language. Anne put her her hand into Helen's hand and made the signs.

One day, Anne handed Helen a doll and signed the letters to spell it. Helen did not understand. She got frustrated. It was clear that Helen wanted to know what it meant. Then, Anne put Helen's hand under running water. Helen finally understood. She was so excited! Helen touched the ground and made Anne sign the word. This led to Helen learning 625 words in the next six months.

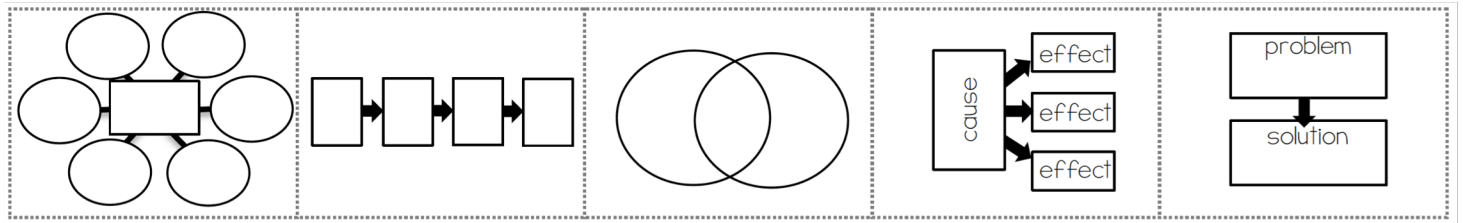
Helen was a fast learner. By the time she was 10, she knew how to read Braille, an alphabet for people who are blind. She also learned how to use a typewriter. Helen worked hard and did well.

In 1888, Helen went to the Perkins Institute for the Blind. Two years later, she began school at Radcliffe College. She finished four years later. She became the first person who was blind and deaf to earn a bachelor's degree. After she graduated, she moved in with Anne. She wanted to keep learning. With hard work, Helen learned how to read lips by touching them as others spoke.

Helen is an inspiration. She showed us that it does not matter if we have challenges in life. We can all work to get past them. It is up to us!

1. Describe the **TEXT STRUCTURE** the author used in Steps of Inspiration.

2. Choose one of the following visual diagram types that best matches the text structure in Steps of Inspiration. Draw and complete the diagram in the space provided.



3. How is the **TEXT STRUCTURE** similar or different in Rise to the Challenge: Helen Keller and Steps of Inspiration?

- [illegible]



How the Leaves Came Down

By Susan Coolidge

"I'll tell you how the leaves came down,"
The great Tree to his children said:
"You're getting sleepy, Yellow and Brown,
Yes, very sleepy, little Red.
It is quite time to go to bed."

"Ah!" begged each silly, pouting leaf,
"Let us a little longer stay;
Dear Father Tree, behold our grief!
'Tis such a very pleasant day,
We do not want to go away."

So, for just one more merry day
To the great Tree the leaflets clung,
Frolicked and danced, and had their way,
Upon the autumn breezes swung,
Whispering all their sports among—

"Perhaps the great Tree will forget,
And let us stay until the spring,
If we all beg, and coax, and fret."
But the great Tree did no such thing;
He smiled to hear their whispering.

"Come, children, all to bed," he cried;
And ere the leaves could urge their prayer,
He shook his head, and far and wide,
Fluttering and rustling everywhere,
Down sped the leaflets through the air.

I saw them; on the ground they lay,
Golden and red, a huddled swarm,
Waiting till one from far away,
White bedclothes heaped upon her arm,
Should come to wrap them safe and warm

"The great bare Tree looked down and smiled.
"Good-night, dear little leaves," he said.
And from below each sleepy child
Replied, "Good-night," and murmured,
"It is so nice to go to bed!"

HELPFUL WORD BANK

stanza meter rhyming meter verse

1. Explain what the FIRST **STANZA** is about.

2. Explain what the SECOND **STANZA** is about.

3. How does the second **STANZA** build upon the first **STANZA**?

4. Explain how each stanza fits together to provide the **OVERALL STRUCTURE** of the poem.

OPINION WRITING

Do you think schools should have soda machines and vending machines with snacks that students can buy? Why or why not?

Introduction (1 sentence): _____

Reason #1 (2 or more sentences): _____

Reason #2 (2 or more sentences): _____

Reason #3 (2 or more sentences): _____

Conclusion (1 sentence): _____



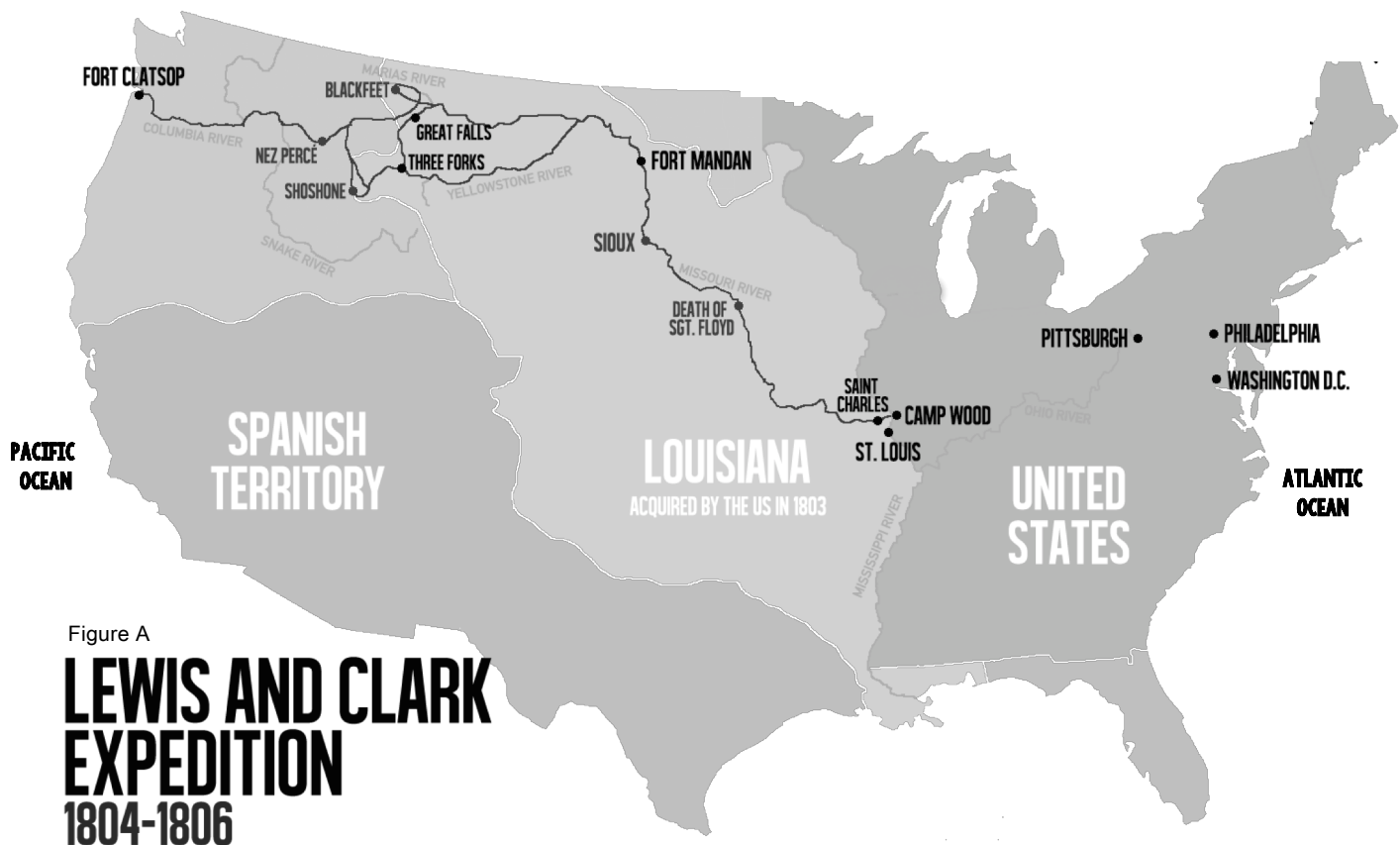
American Explorers: Lewis and Clark

Long ago, France owned the land in the middle of the United States. Then, in 1803, President Jefferson bought the land from France. This deal was called the Louisiana Purchase.

After the deal, President Jefferson wanted to know what the land was like. He also wanted to know if one river flowed from the Atlantic Ocean to the Pacific Ocean. To find out, he sent a team of explorers into the new land.

President Jefferson chose Meriwether Lewis and William Clark to lead the team. Thirty-three people joined them on their journey. Lewis and Clark's trip was called the Corps of Discovery. President Jefferson asked the explorers to write down everything they saw on the journey. He wanted to know about the mountains, rivers, and lakes found in the West. The president also wanted to know about the plants, animals, and birds, as well.

The team began in May of 1804 from Camp Wood. They walked or went by canoe the whole time. They faced many hard times on their trip. The team dealt with raging rivers, hunger, and cold weather.





The team got to the Pacific Ocean on November 7, 1805. The team did what the president asked them to do. They found a way to cross the country. After getting to the Pacific Ocean, the group chose to stay. They camped for the winter of 1805-1806. They built log cabins and called their winter home Fort Clatsop.

In March of 1806, the team began their return trek. Again, they went by canoe and walking. The team got back to St. Louis on September 23, 1806.

On the trip, the team wrote about more than 200 plants and 170 animals. A few of the animals included the grizzly bear and the prairie dog. Lewis and Clark made more than 140 maps that showed many new rivers, lakes, and prairies.

Original Journal Excerpts (modified)

(Note: These are *modified* excerpts from the Lewis and Clark Journals. The original excerpts contained spelling and grammatical errors that have been fixed here.)

May 14, 1804 It was a cloudy morning. We were ready for the start. We woke up and found that our food was all wet. Many people came to see us and say goodbye. We rode the river for six miles. Then we camped. It rained.

May, 1804 The land near the river is pleasant and has people living nearby. On one side of the river, you can see tall mountains with trees. The other side of the river is full of hills and some trees. It looks like you could put some farms in the area. The bottom of the river is mostly fine sand. The sand could be used on the farms.

February 11, 1805 One of the Indian women in our group had a baby this evening. The birth took a long time and was painful. A member of our group gave the mother a small part of the rattle from a rattle snake. This was meant to make the birth faster. Ten minutes after eating the rattle, the baby was born. Maybe it worked.

November 7, 1805 A cloudy, foggy morning. Some rain. We started early. The fog was so thick that we could not see across the river. Two boats of Indians came and got us. They took us back to their village. They gave us some fish to eat. We traded some fish hooks for their warm otter skins. They really like our fish hooks. The people call themselves War-ci-â-cum. Their houses are built differently. They are built off the ground with a tall roof. There is a door on one side of the house and a fireplace on the other side. There are four beds built four feet off the floor. Under the beds, they store dried fish and berries. They hang meat over the fire. We were very happy in the camp. We could see the ocean when the fog cleared this morning. It is the great Pacific Ocean. We have been waiting so long to see it. We are very excited. You can hear the roaring noise made by the waves. I think the waves are landing on rocky shores.

September 23, 1806 It was a wet and ugly morning. We set out after breakfast. After not long, we got back to where we all started in 1804. People met us at the shore. They shouted three cheers. We unloaded the boats and carried the bags to a store house in town. We were all so happy that we completed the expedition. We all want to see our families. It has been so long since we have seen them.

1. Answer the question below with the information found in three different text sources. You will need to efficiently find a third text source that can help answer the question.

WHAT DID THE MEMBERS OF THE CORPS OF DISCOVERY DO DURING THE EXPEDITION?

SOURCE #1: American Explorers:
Lewis and Clark

**FIRST PERSON OR THIRD PERSON
POINT OF VIEW?**

SOURCE #2: Original Journal
Excerpts

**FIRST PERSON OR THIRD PERSON
POINT OF VIEW?**

SOURCE #3: _____

**FIRST PERSON OR THIRD PERSON
POINT OF VIEW?**

1. Write a knowledgeable response to the question below. **INTEGRATE** information and facts from the two attached sources as well as a third source you find on your own. Include direct quotes from the attached articles in your response.

What was life like for the Corps of Discovery members during the expedition?

Title of your third source: _____

Location of the third source: _____



Color the information or facts from the attached articles that you used in your writing.

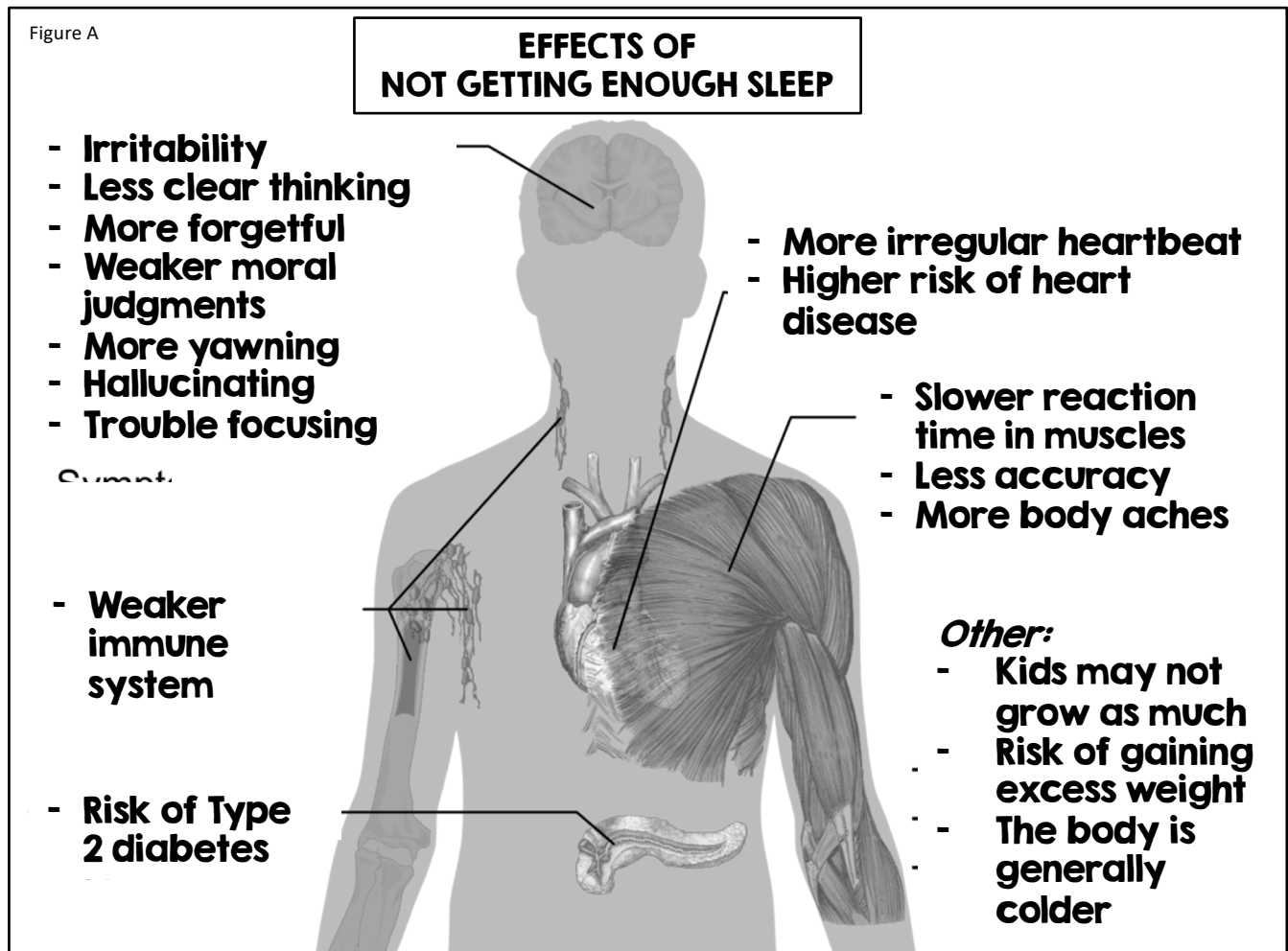
This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Do You Get Enough Sleep?

Humans need a lot of sleep. However, many people do not get enough. Being healthy starts with plenty of sleep. The quality of sleep can affect how you feel.

The National Sleep Foundation studied how much sleep each person needs. They found that children and adults need different amounts. They suggest preschoolers get 11-13 hours each night. Kids in elementary school need 9-11 hours each night. Teenagers need 8-10 hours of sleep. Adults need 7-9 hours. Not enough sleep can create problems in school. For example, tired students may struggle to stay awake. It may also make it harder to listen to lessons. The Mayo Clinic found that children who do not get enough sleep have shorter attention spans.

People who do not get enough sleep can be at risk for many medical problems. Many studies show that lack of sleep leads to the health problems shown in Figure A.



1. What is the **MAIN TOPIC** of the text? _____

MAIN IDEA =

2. What is the **MAIN IDEA** of this text.

Topic + What the author says about the topic

A **POINT** the author makes is:

REASONS OR EVIDENCE to support this point:



Color the evidence that supports this reason.

A **POINT** the author makes is:

REASONS OR EVIDENCE to support this point:



Color the evidence that supports this reason.

MAKE CONNECTIONS IN READING

Directions: While reading the text, pay attention to the connection between World War II and Silly Putty.

During World War II, rubber was used by the army for tires, gas masks, and boots. There was a shortage of rubber, and people had to ration what they had. The government asked companies to come up with a substitute for rubber. James Wright, an inventor, combined several chemicals together and produced a sticky substance that could stretch farther than rubber. However, the government was not interested.

Another man, Peter Hodgson, borrowed \$147 and bought the rights to the substance. Mr. Hodgson manufactured a large batch and packaged it in plastic eggs. He did this because it was around Easter, and he wanted to sell it as a toy to put in Easter baskets. Today, that same substance is still sold in stores. Children everywhere know it as Silly Putty.

In complete sentences, explain how Silly Putty is connected to World War II.



The Wise Little Hen

This is a story about a little hen and her young chicks. They had two neighbors. One neighbor was a pig and the other was a duck.

One day, the hen decided it was time to plant some corn. On the way to the field, the hen stopped by the pig's house. He was outside dancing and playing music. The hen asked if he could help plant the corn. He grabbed his stomach and cried out in pain. He ran inside, hiding from the hen. Next, the hen went to the duck's house. She saw him outside dancing. As soon as she asked for help, he grabbed his stomach and said he was sick. He quickly ran into his house to hide from the hen.

The chicken family did all the work in the corn field. When the time came for the corn to be harvested, the hen needed help. Just like before, the hen saw the pig and the duck dancing and having fun. As soon as she asked for help, they both cried in pain and said they were sick. Then they ran off and hid. This time, the hen knew they weren't really sick. She could tell that they were just too lazy to help.

The chickens harvested the corn. Then they made a big corn feast. Their table was full of food. The hen went to see the duck and the pig. As soon as they saw her, they both pretended to be sick again.

The hen asked if they would like to help her eat the corn. Suddenly, they were cheerful and did not seem sick anymore. They rushed over to the hen's home. The little chicks gave them a covered bowl. The pig and duck grabbed their spoons so they could eat the hen's food. As they uncovered the bowl, they were surprised. It did not have food inside. It was a bottle of castor oil, a medicine for helping with a stomach ache. The hen had taught them a lesson.

The chickens enjoyed their food. The table was full of everything they made from the corn. They ate a feast while the pig and the duck watched through the window. Since they did not help make it, they did not get to help eat it.

For this activity, you will need access to the internet where you will watch a video version of this story. You can find a video version at <http://www.teachingandtapas.com/p/videos.html> or on youtube.com using the search terms "The Wise Little Hen 1934".

1. After you have **READ** the story, watch the **VIDEO** and stop at the times indicated below. Explain how the visual elements contribute to the tone of the story. Use phrases such as, "The animator...", "In the video...", "The visual shows...", etc.

What you see in the video.

How does this scene contribute to the TONE and MEANING of the text?

Re-watch the scene at the time between **2:10-2:47**. It is when the duck tells the hen he is unable to help.



Re-watch the scene at the time between **4:18- 4:42**. It is when the pig tells the hen he is unable to help.



2. Describe how the video contributes to the meaning or tone of the text.

OPINION WRITING

Do you think students should have a long summer vacation, or is it better to have school that lasts all year long with short breaks spread throughout the year?

Introduction (1 sentence): _____

Reason #1 (2 or more sentences): _____

Reason #2 (2 or more sentences): _____

Reason #3 (2 or more sentences): _____

Conclusion (1 sentence): _____



Phones in Schools?

Most teenagers have a cell phone. In fact, nine out of ten 17-year-olds have one. You see phones in school hallways. Do you think phones are a good thing in schools?

Most schools do not let students use phones during class. However, students may sneak phones when the teacher is not looking. In fact, a study from the University of Michigan found that six out of ten students send text messages during class. This study was in schools that do NOT allow phones in class. This is proof that students use phones when they are not allowed.

Some teachers let students listen to music on phones during class time. This is called multitasking. Doing two things at once, like listening to music and reading, is called multitasking. Research has found that multitasking is not good for thinking. In fact, a study by Harvard University found that multitasking cuts the amount of work someone can do in half. It also found that multitasking causes stress. Science says multitasking is not good.

Students sometimes cheat with their cell phones. A phone has a calculator. It also has access to the Internet. It is tempting to use the phone to find answers rather than thinking. Students do this when the teacher is not looking. In fact, a study in 2012 found that one-third of teens cheat with cell phones. More than half of those students use the Internet to find answers on tests.

Cell phones are a problem in schools. Students are at school to learn. Phones are a distraction to the lesson. We should not allow phones at school at all. A phone-free school is a learning place.

1. What is the **MAIN TOPIC** of the text? _____

MAIN IDEA =

2. What is the **MAIN IDEA** of this text.

Topic + What the author says about the topic

A **POINT** the author makes is:

REASONS OR EVIDENCE to support this point:



Color the evidence that supports this reason.

A **POINT** the author makes is:

REASONS OR EVIDENCE to support this point:



Color the evidence that supports this reason.

OPINION WRITING

Do you think kids should be required to learn a foreign language?
Why or why not?

Introduction (1 sentence): _____

Reason #1 (2 or more sentences): _____

Reason #2 (2 or more sentences): _____

Reason #3 (2 or more sentences): _____

Conclusion (1 sentence): _____

WE ARE ALL
IN THIS
TOGETHER!

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