

*Differentiated*

GRADE  
**5**

# HOME LEARNING Reading & ELA

## 3 WEEKS

OF READING, WRITING, AND GRAMMAR LESSONS

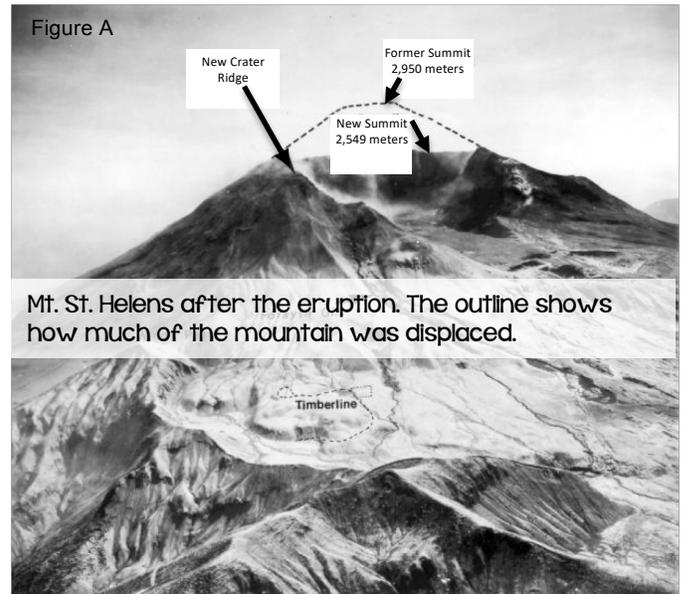
# FREE!

*BY: Teaching and Tapes*



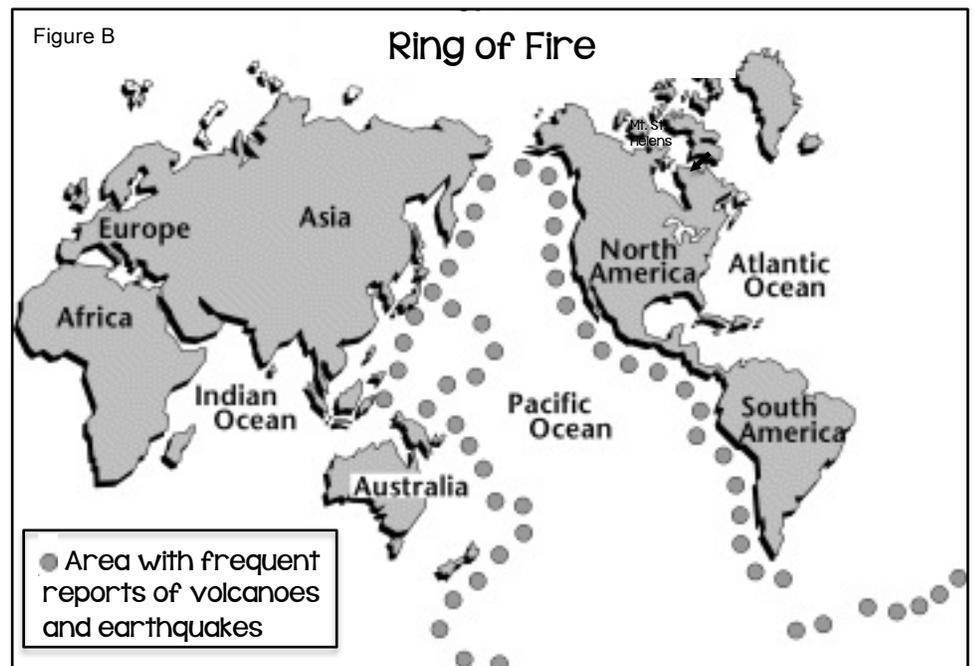
## The Ring of Fire

In 1980, a small earthquake happened near the base of Mt. St. Helens in Washington, which is a state in the United States. The earthquake caused the northern side of the mountain to slide down the hill. Then, the mountain erupted. Lava and rock flew down the mountain, destroying everything in its path. A thick plume of ash and smoke rose 80,000 feet into the sky.



Mt. St. Helens is an active volcano. The 1980 eruption was the largest ever in the mainland United States. There are not many volcanoes in the United States. Most volcanoes in the world are dormant, or sleeping. In the United States most active volcanoes, like Mt. St. Helens, are found on the West Coast or in Alaska or Hawaii.

Alaska and the West Coast are in what is called "The Ring of Fire". This is a giant ring that circles the Pacific Ocean. The Ring of Fire has 452 volcanoes. These are a mix of dormant and active volcanoes. The Ring of Fire is also where nearly all of the world's earthquakes happen.

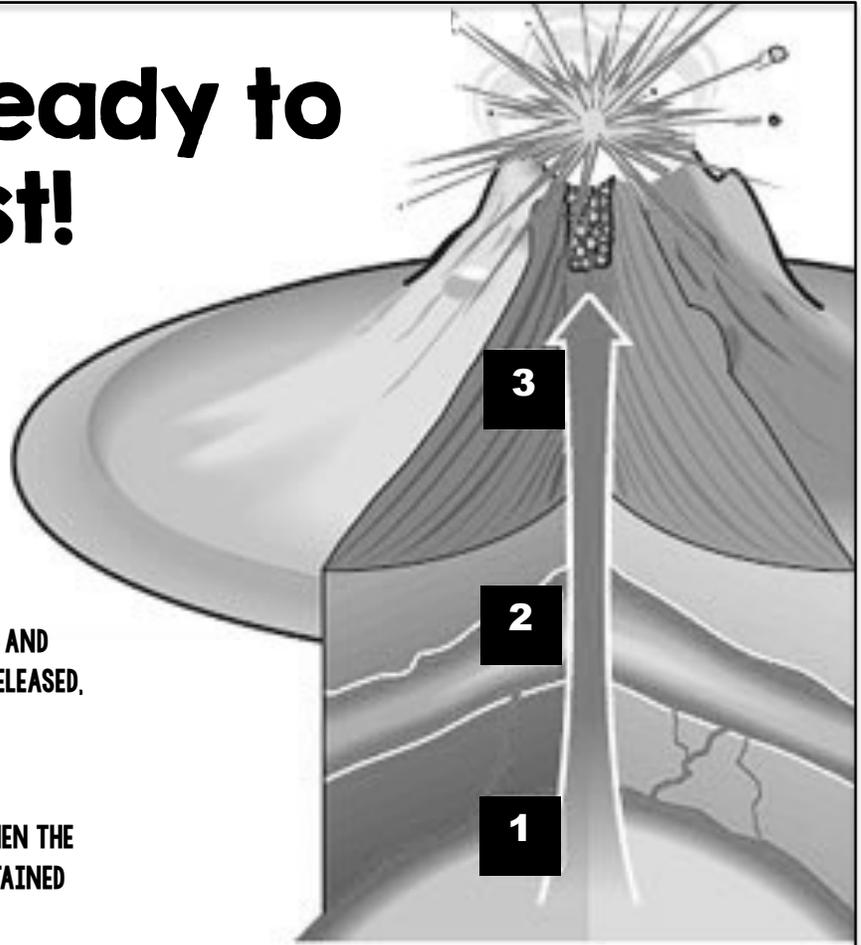


Earthquakes and volcanoes are closely related. They both happen because of changes underneath the surface of the earth. Under the surface there are large plates of Earth's crust, called tectonic plates. These plates move and bump into each other. This can cause earthquakes. Fortunately, the plates move very slowly, so this does not happen very often.

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.



The movement of tectonic plates can create gaps where melted rock called magma can pool. Magma is super hot rock that can flow like water. Volcanoes happen when a lot of magma pushes against the tectonic 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 in the world.

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



Color the text you have quoted.

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



Color the text you have quoted.

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



Color the text you have quoted.

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## 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.

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## The Heat

Carla was being incredibly fussy. Mom was not in the mood to deal with her moodiness. Carla was exactly 2 years old today. It was her birthday. In her whole life, all two years of it, there was one thing that Carla loved more than anything in the world. She loved to eat beef stroganoff. She would run around the house, yelling, "Beef rogan! Beef rogan!"

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

Mom cleaned the juice even though she really didn't want to, but birthday's were special. When Mom was a little girl, she was always treated like a princess on her birthday. She wanted to give her daughter the same thing. She bought her a tiara, baked her a cake, and was making her favorite meal. However, this was not enough for Carla. She wanted more. She would soon learn that it was not a good thing to want too much on her birthday.

While Mom was cooking the meal, Carla walked up. She stared up at Mom. Mom tried to focus on the cooking, but then looked down. Carla didn't say a word. She just pointed her finger to make Mom come down on her level. Mom bent down.

"Up!" said Carla, and put her arms up. Carla was not in a mood for playing. Mom still said "no". Carla then started to whine and cry and throw another tantrum. Mom put down the cooking spoon and picked up Carla.

"Okay, okay honey, you can see what Mom is making for you," said Mom, balancing Carla and dinner with her strong mom arms. "You see I'm making your favorite meal."

"Faster!" said Carla.

"Carla, I'm going as fast as I can."

"No Mom, I want faster! Now!"

Mom was trying her best, but it was getting tough. She wanted a princess, but not this bossy little princess. She was starting to get a little annoyed. Then Carla reached to touch the hot pot lid on the stove. Mom instantly stepped away.

“Carla, no, that’s hot!”

Carla looked at Mom, about to yell. “I want to touch the hot,” she said.

“No you don’t Carla,” said Mom, really trying to save her daughter from touching the hot pot. “It’s going to hurt.”

“Mom, you don’t know. It’s my birthday and I want to touch hot,” said Carla, with command.

“Honey, you can’t touch that,” Mom pulled Carla away and as she did, Carla started to scream and cry.

“It’s MY BIRTHDAY and I WANT to TOUCH HOT!” yelled Carla. Mom was impressed that Carla could use so many words. She knew Carla had her mind set. She also knew there was one way to teach her what hot means.

“Okay dear, you can touch it, but you’re not going to like it.”

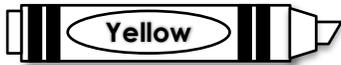
Carla was happy. She smiled at the hot pot of water sitting on the stove, reached out her hand and grabbed the the hot lid...

It was a birthday the whole family would never forget. For the rest of Carla’s life, on every birthday, Mom and Dad would tell all of Carla’s birthday party guests about her 2<sup>nd</sup> birthday: about her special birthday tiara, her special birthday beef stroganoff, and of course, her extra special birthday bandage she wore on her finger for the rest of the day.

“And that,” said Mom, “was how Carla learned what hot was.”

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..."

Handwriting lines for the first question response.



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

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

Handwriting lines for the second question response.

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..."

Handwriting lines for the second question response.



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

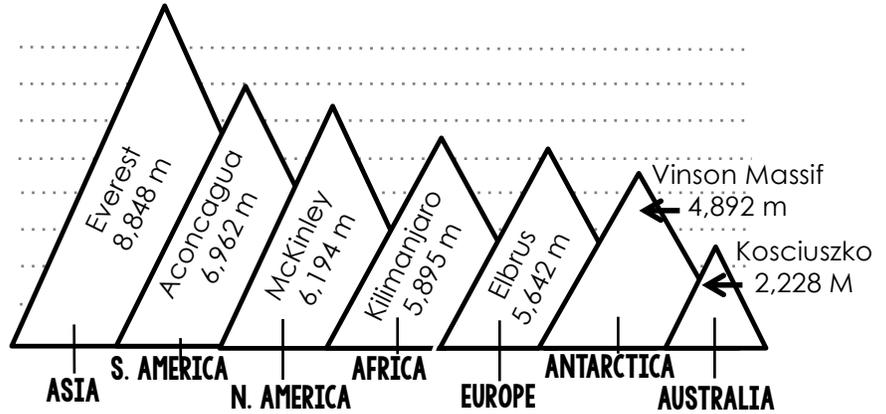
TEXT EVIDENCE (RL.5.1)

## 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.

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## The World at Night

The world during the day is very busy. Adults go to work and children go to school. Animals graze in fields and birds are busy flying and searching for food. But what happens when we turn out the lights? Is everyone asleep? The answer is no! There is a whole amazing world that awakens when you and I go to sleep.

Animals, insects, and other creatures that wake at night and begin their busy life are called nocturnal. There are many animals that are nocturnal. You probably hear the buzz begin outside in the evenings before you go to bed.

Some animals sleep during the day because of the temperature. In many areas, it can be too hot for an animal to be out in the day. For example, iguanas live in the desert. During the day, it can be over 100 degrees in the sun! This is way too hot for an iguana to hunt for food and do all the things iguanas do. So, they sleep in the shade of trees or rocks to keep cool. At night, when the temperature drops, they wake up and hunt.

If you have ever had a hamster as a pet, or know someone who has, you know that they sleep during the day and are active at night. This is because it is part of their nature. They are nocturnal. Hamsters are not fast animals. If they had to go out during the day to get food and water, it would be easy for predators like hawks or other large birds to catch them. Hamsters rely on being nocturnal for survival. It is easier for them to hide in darkness to avoid being caught by predators.

There are some animals that eat the same types of food as others. For example, coyotes and mountain lions like to eat rabbits and deer. This can mean big trouble, though. Imagine there is one piece of your favorite pie left. You see it at the same time as your little brother or sister. What is going to happen? You're going to fight over it. The same thing happens in nature. This is called competition. Since coyotes and mountain lions eat the same things, it is better for one to hunt and eat during the day and the other at night. So, coyotes are nocturnal while mountain lions are active during the day. This is a way that nature finds an amazing way to balance.

Nocturnal animals often have special traits that help them find food in the dark. Owls are a perfect example of this. Owls eat mice and other small rodents. Because these animals come out only at night, owls must come out at night to find them. Owls are extremely strong nighttime hunters. They have excellent hearing and can hear even the slightest movement of their prey in total darkness. Even their face shape helps direct sound toward their asymmetrical ears so they are able to find prey based on sound alone. Owl feathers are specialized for silent flying, landing, and hunting. Even with the darkness providing cover for small rodents, owls are very successful hunters. Because of their nocturnal hunting abilities, owls are able to hunt in the dark without competition.

## How Are Owls Such Successful Nocturnal Hunters?

Excellent hearing abilities. Can find a prey on sound alone.

Very strong eyesight but cannot move eyeballs. Must move neck which they can do silently.

Velvety down feathers on the wings and legs absorb sound frequencies

The edge of the feather is serrated like a bread knife. This disrupts the airflow so the owl can land upon their prey without a sound.

Concave face shape directs all sounds toward the ears for more precise hearing.

**FACT:** Owl ears are not symmetrical (not the same shape on both sides). This helps them better use their hearing to find the exact location of prey.

Figure A

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

Our human world is very busy during the day. Most of us are awake and active during daylight. The fascinating world of nocturnal animals just starts to wake up as our heads hit the pillow at bedtime.

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

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MAIN IDEA (RI.5.2)

## 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.

<b>The candy was full of <u>artificial</u> ingredients.</b>	
The underlined word means:	
The OPPOSITE of the underlined word is:	

<b>My sister <u>intentionally</u> knocked the book on the floor.</b>	
The underlined word means:	
The OPPOSITE of the underlined word is:	

<b>The teacher needed to <u>separate</u> the two talkative girls.</b>	
The underlined word means:	
The OPPOSITE of the underlined word is:	

<b>The puppy had a <u>guilty</u> look on its face.</b>	
The underlined word means:	
The OPPOSITE of the underlined word is:	



## The Climb

They were halfway up the mountain when Anne called a time-out. She sat on a rock in the shade. She gulped water out of her bottle, but it still wasn't enough to quench her thirst. Anne was exhausted, yet she had bet her friend Lydia that she could make it all the way to the top.

The mountain really was not very big. It was more like a hill with five miles of hiking to the top. Anne, however, was more of an indoor person. She liked to read books and knit. This trek up the mountain was to prove that she was not a recluse. In some ways, Lydia was the opposite. She was an outdoor person who spent most of her free time outside. A hike like this was no big deal to her.

"You ready, lazy bones?" Lydia asked.

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

"We are not in mythical times," said Lydia. "Stop wasting time and let's keep going."

Anne took Lydia's hand and stood up. They began walking further uphill and into the sun. The landscape of the climb was not very appealing. Most of the grass had been beaten down by other hikers and there were hardly any trees. As they reached the ten mile marker, some other hikers came down from the top of the mountain.

"Howdy," said one of the hikers. "It's a beautiful day. You heading to the top?"

"Unfortunately," said Anne after taking another long drink of her water.

"It's worth the hike," said the hiker. "Such a beautiful view of the town and the valley."

They continued on their way up. Anne was intrigued by the view of the town. She had lived there all her life. She had never seen it from above, unless you count the time she got on top of the roof to clean out the gutters. That was a horrifying experience that she did not want to repeat. She did not do well being so high off the

ground. Now here she was, headed up into the clouds like some great explorer.

“I better be a hero at the end of this,” Anne muttered as she climbed over a pile of rocks. She figured if she imagined that she was climbing Mount Olympus she would be made a hero when she reached the top and live in the clouds with Zeus and the other Greek gods and goddesses. “Not that I’d ever look down.”

“You say something?” Lydia asked from the top of the rock pile.

“Nope, not me,” said Anne.

When Anne stood at the top of the rocks she just climbed, she realized the last section of the hike was practically vertical. The rest of the hike, up until the rocks, had been nearly flat. It was manageable for someone who did not ever think that climbing a mountain would be any fun. Lydia had already marched ahead.

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 reading.

“Look,” said Lydia with a proud smile. “You made it.” Lydia closed her eyes and took in a deep breath of the fresh air. She seemed to be at peace on top of that mountain.

At the end of the path, there was one bench looking out past the edge. There were no clouds surrounding the peak. It was a clear day and from the bench you could see most of the town. The red roofs were bright in the fading sun and you could pinpoint which homes had swimming pools. Anne sat there quietly for a while before Lydia said they should head back down to the car. During the 30-minute drive back to town, Anne knew that she had changed. She was not going to be just an indoor girl anymore. She had found her peace. It was at the top of that mountain.

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

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

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

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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.

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## 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** \_\_\_\_\_

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

**Something my \_\_\_\_\_ always says is** \_\_\_\_\_

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

**Something \_\_\_\_\_ always says is** \_\_\_\_\_

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## Brontosaurus: The Mixed Up Dinosaur

If you know anything about dinosaurs, you probably have heard of a Brontosaurus before. You might even be able to tell others what it looked like. It was a huge dinosaur with a long neck and really long tail. Its head was very small for its body. Even though it was very powerful, the Brontosaurus was also very gentle. It was not a meat eater. Instead, it was what we call an herbivore, or something that eats plants. This dinosaur is very popular and well known by many people.

### The Truth Behind The Brontosaurus

It may seem strange to you, but Brontosaurus never really existed. Have you ever thought you knew what a certain animal or insect was but found out later that you were wrong? This is called mistaken identity. Brontosaurus was really a dinosaur that was made up of two dinosaurs that were already discovered and given names. The reason this happened was because of two men who had too much pride. They were both scientists called paleontologists. A paleontologist is someone who studies fossils. Each of these guys wanted to be better than the other.

### Bone Wars

Othniel Marsh and Edward Cope were the two paleontologists with too much pride. They did not like one another, and they sometimes competed against each other. Back in 1877, they were on a mission to see who could discover the most dinosaur remains. They would even smash fossils just so the other could not get them. Sometimes, Marsh would pay people who worked for Cope to send the fossils they found to him instead of Cope. This rivalry between the two men became known as the Bone Wars.

### Discovery Of Apatosaurus

In 1877, Marsh found the remains of a dinosaur skeleton. This skeleton 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. This caused him to be careless in his discovery. Usually, scientists would take their time to research their discoveries. Marsh decided to quickly name his new found dinosaur, Apatosaurus.

### **The Discovery Of Brontosaurus—a Mixed Up Dinosaur**

Two years later, in 1879, Marsh had a team looking for fossils in another area. They found a skeleton that was similar to the one he called Apatosaurus. This newer skeleton was much larger and had more bones to it. However, there was one problem. This skeleton had no head! Marsh had a solution though. A few miles away they found a skull. Once again, Marsh was in a hurry to claim another discovery. So instead of figuring out who the skull belonged to, he added it to this second 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. Since the second skeleton was larger and had fewer vertebrae bones, Marsh decided it had to be a new species. If he had taken time to research and investigate the bones, he would have found that the second skeleton was just an adult Apatosaurus. The first one was smaller because it was a young Apatosaurus.

The skull that Marsh used for Brontosaurus actually belonged to another type of dinosaur called Camarasaurus. There were many Camarasaurus remains found in the same area the skull was found. Marsh was too impatient to wait and find this out himself. It is even said that Marsh used the feet of the Camarasaurus for his Apatosaurus skeleton!

### **The Belief In Brontosaurus**

People do not seem to want to let Brontosaurus go. It may have something to do with the name. Brontosaurus means “thunder lizard”. This sounds more powerful than Apatosaurus, “deceptive lizard”.

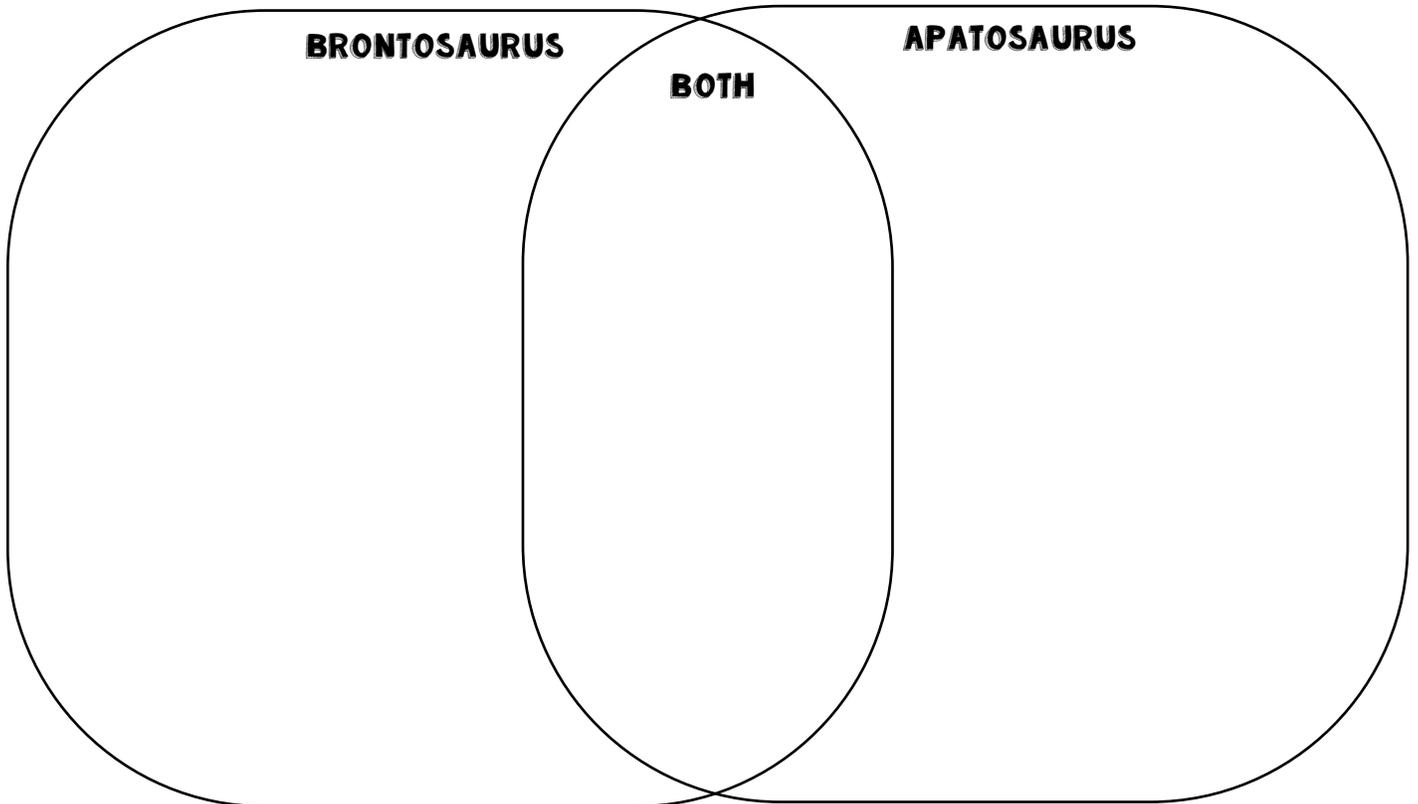
So, some may argue that the Brontosaurus really did exist. They would be sort of correct. But, you must remember that Brontosaurus was really a combination between Apatosaurus and Camarasaurus. Both of these dinosaurs had already been discovered and given their names. And in the scientific community, the name given first is the name that stays. Since Marsh originally discovered and named his first skeletal remains Apatosaurus, this is the official name.

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

Brontosaurus

Apatosaurus

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 becoming very intense because 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 never could hit it back. When he did this, the game would end. However, now he couldn't just whack the ball off the green table like usual because she could hit it back. Now he had competition.

Aito stuck out his tongue at her. He knew this made her really mad. He chucked the ball up, and then gave it a nice whack. The small white ball shot across the green table. To Aito's surprise, Kimiko was more than ready on her side. She stepped back and swung with full force at the white ball coming toward her. The ball shot back to Aito and hit him right in the face. He got mad.

"You're gonna pay for that one," he told her.

Kimiko huffed a deep breath. Her straight black hair was in her eyes now. She was starting to sweat a little bit from the game. "You're just afraid 'cause your little sister is about to beat you," she said.

She was right. Aito was not ready for her to beat him. He thought that he was the best player in the family. He looked at Kimiko standing there with a big smile. She was starting to make him nervous and he didn't like it.

She threw the ball up and hit it to Aito with all her might. She hit it too hard. It zoomed right past Aito's head. He could hear the 'whoosh' as it crossed his right ear. The ball zipped off the table and onto the other side of the basement. It landed somewhere in the corner with all of the boxes full of their parent's stuff.

He set his paddle down and went on the hunt. On that side of the basement, it looked like a cavern of cardboard boxes. Mom and Dad saved everything from when they were kids, so the boxes took up the other half of the basement. As Aito started his quest, he took out his cell phone and turned on his light.

As he reached the back of the basement, he saw the water heater. It was tall, rusty, and the same color as the wall. It was also quiet. Aito looked around the floor by the heater. He saw a tiny dot of white when he put his light on the ground. He bent down to reach for it, when the heater suddenly turned on with a loud boom.

“Ahh!” he squealed. He bumped his head on the heater hard. His sister heard him screech all the way on the other side of the basement. It made her giggle.

He was angry at her. He almost left without the ball, but turned around, and reached for it. Instead of touching the ball, he felt a box. He took a better look and saw an old wooden box. It looked really old and fancy. There were Japanese characters etched on the sides of the wooden box. He got down on his knees and opened it.

Inside was a collection of old, black and white photos, and some trophies. There was also a heavy golden ping pong ball. When Aito looked at the photos, he saw a woman he recognized. She was receiving a trophy. She was standing on top of a trophy stand with men in the second and third place spots. He looked carefully at the background of the photo and saw the words “World Ping-Pong Championships”. He knew the face of the woman very well. “Grandma?” said Aito, surprised.

“What are you talking about?” said Kimiko.

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**

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

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

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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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CHARACTERS & SETTING (RL.5.3)



## Can We Drink Salt Water?

Humans need to drink water every day in order to live. The human body cannot survive more than a few days without fresh drinking water.

We know water is critical for life. Human bodies are more than  $\frac{3}{5}$  water. Blood is mostly (92%) made of water and the brain is nearly  $\frac{3}{4}$  water. Even human bones are made of nearly  $\frac{1}{4}$  water. A person who does not drink enough water can become dehydrated. A dehydrated person can become weak and could possibly die.

Our world is made of two types of water – fresh water and salt water. Fresh water helps the body flush out excess salts and other wastes. Not all salt is bad. The human body can process a small amount of salt. Too much salt is not good at all, though. The human body must stay in balance. Cells in the body release water when salt levels are too high. Eating salty foods and not drinking enough water can make a person thirsty. Thirst is the body's signal that it needs more water to keep working properly.

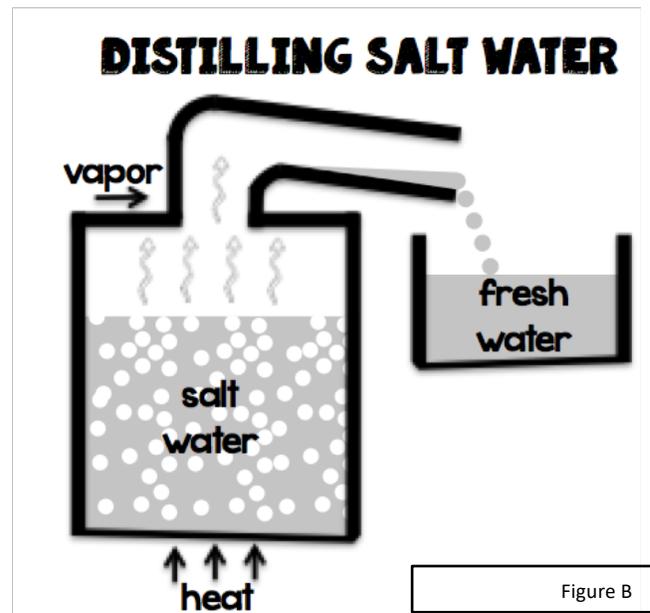
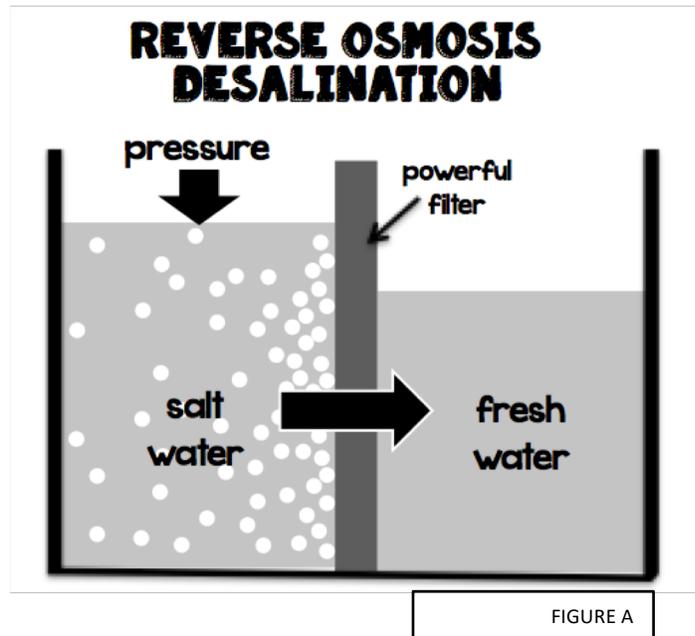
Drinking saltwater from the ocean is not healthy. Saltwater is a hypertonic fluid. This means that saltwater contains more salt than a body can handle. The amount of salt in the body increases quickly when a person drinks saltwater. The sudden rise in salt triggers the body's cells to release water. This makes the person drinking saltwater get thirsty faster. The body can become unbalanced very quickly. This can make the person critically sick.

However, fresh drinking water is not easy to find in many parts of the world. Some parts of the world struggle to find water even though they might be surrounded by ocean water. The Earth's oceans cover nearly  $\frac{3}{4}$  of the Earth's surface. The oceans also hold about  $\frac{9}{10}$  of all of the Earth's water. Many countries rely on a process known as desalination in order to provide fresh drinking water to the citizens. Desalination can turn saltwater into water that humans can drink safely.

Scientists have discovered some ways to desalinate the ocean's water. Reverse osmosis relies on very fine filters to separate the water while leaving the salt behind. Distilling is the oldest method of desalination used by humans. Ancient sailors relied on distilling to create fresh water. In order to distill water, saltwater is heated to boiling which causes steam to rise. The steam is pure fresh water. The salt is left behind in the pan. The steam is captured and turned into fresh distilled water.

The desalination process can cost a lot of money. The cost of water usually doubles for desalinated water. Some countries of the world must rely on desalination in order to have fresh drinking water. Countries in the Middle East, such as Kuwait and Qatar, now drink around  $\frac{3}{4}$  of the world's desalinated water.

Water is absolutely essential for life on Earth. However, not all water is safe to drink. The salinity, or the saltiness of the water, can make a huge difference.



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 all started when I stepped off of the train after a forty minute ride from my small town in Connecticut to the beautiful city of New York City. I had never been to the busy city before until this day. My older sister, Rebecca, offered to take me for the day as a birthday present. I was overjoyed because I had only seen the city in movies and on TV. I felt so grown up coming here with my big sis.

When I got off of the train, I was instantly amazed by the crowds of people that surrounded us. My eyes were like fireflies as I stood for a couple of minutes just taking in the electricity of the city. I saw business men in a hurry, mothers with their children quickly trying to get to their next destination, and many new and interesting people coming and going. "This is going to be a great day," I whispered to myself.

I guess Rebecca saw that I was in a daze so she poked me, which snapped me out of it. We continued on with our journey by hailing a cab. My sis directed the driver to go to Times Square. It felt like we had all the time in the world to spend together wandering through the amazing city known as the Big Apple.

When we pulled up to Times Square, I was welcomed by the lively lights of the city. I saw endless signs that advertised the upcoming plays. There was a constant stream of music from the sounds of car horns, tour bus microphones, music, and people shuffling around. The scent of hot dogs was in the air. Feeling overwhelmed, I said, "I have no idea what to do first. There is so much going on!" Rebecca knew exactly what to do. My older sister grabbed my hand and guided me through the labyrinth of people who were rushing around.

Our first stop was the FAO Schwartz toy store. This toy store was special because it is the oldest toy store in the United States. It is over 150 years old and really famous. I had always wanted to visit it ever since my mother told me about it when I was a toddler.

When we walked into the store, I was filled with awe. "I can't believe a place like this really exists. This is every kid's dream!" I exclaimed. My eyes were wide as I looked in all directions and saw every toy imaginable. It was full of so many colors, sounds, and happy treasures. I knew I wanted a souvenir to remember this kid paradise. When I saw the pink stuffed elephant with giant eyes, I fell in love. As I set the pink elephant on the check out counter, I proudly paid with the coins I had saved over the past six months.

Next stop was Central Park. It was like a lake after a rain. There were people in all directions. We arrived near 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 and hurried over to the hot dog stand. I scarfed it down like a hungry lion. "I did not know a hot dog could be so good!" I exclaimed as I wiped mustard off my lips. As we sauntered through the park, we saw people playing instruments and having a great time.

Soon after our walk, the sun started to say good-night but we still had one last thing left to do. We hailed a cab, then went over to the Statue of Liberty. I had been learning about the enormous statue at school and really looked forward to seeing it in real life. As I looked out the cab window, I thought about how this felt like a dream. It seemed like a set on a movie and I was the star. There were so many spectacular sights.

We got there at the perfect time. The sun was setting over the water. The street lights were turning. Rebecca and I sat on a bench together and admired the monument. Then Rebecca suggested it was time to head home, I felt sad about going back to my regular small town life, but my eyes were feeling heavy and my feet were sore.

We hailed their last cab for the evening and arrived at the train station just minutes before the train left. Seconds after plopping down, I turned to Rebecca and said, "Thank you so much for showing me such a beautiful city, Sis! I will never forget this day with you!"

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 rises 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.

	<b>TWO SYNONYMS</b>	<b>TWO ANTONYMS</b>
<b>fast</b>		
<b>happy</b>		
<b>little</b>		
<b>new</b>		
<b>wrong</b>		
<b>scared</b>		
<b>start</b>		
<b>bad</b>		
<b>sad</b>		
<b>love</b>		
<b>small</b>		

## Rise to the Challenge: Helen Keller

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

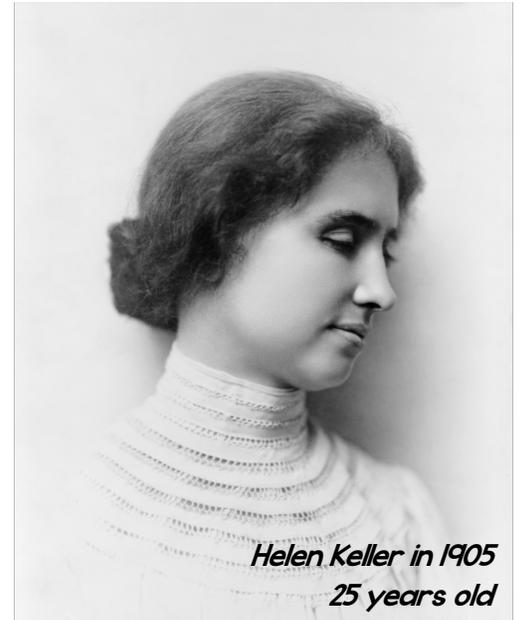
When Helen was a child, she tried to communicate with those around her. She would try to use special hand signals to let others know what she wanted. It was difficult to understand what Helen was saying. This made her frustrated and angry. She began to act out toward others, often kicking and hitting those around her.

Helen's parents knew they needed to help Helen. They hired Anne Sullivan to be her guide. Anne Sullivan had been blind herself. However, she had been able to have surgery that fixed her eyesight. Helen's parents hoped Anne Sullivan's experience could help Helen.

Anne Sullivan came to the Keller's home 1887. Anne was able to help Helen overcome her anger by helping her learn to communicate. Anne remained Helen's assistant for more than 50 years. She earned the nickname "The Miracle Worker" for the achievements she made with Helen Keller.

When Anne first arrived at Helen's home, she began to teach Helen the words for items. Anne would place the item in Helen's hand. Then she would press the letters of the words into Helen's other hand. Helen would then repeat the words by pressing the letters into Anne's hands.

Helen was still a little confused that all of the words had meaning behind them. One day Anne put Helen's hand into a stream of water that was coming out of a



water pump. She then spelled “w-a-t-e-r” into Helen’s other hand. Suddenly Helen understood what Anne had been showing her. She understood that the letters spelled out words that had meanings.

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 a page in order to spell out words. Helen was a smart student. By the time she was 10 years old, she could read books in Braille and use a typewriter. Eventually, she would also learn to read French, German, and Latin in Braille.

After learning how to spell words and 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 wrote many books. She wrote one book called “The Story of My Life” and another titled “The World I Live In.” She also wrote a book about Anne Sullivan titled “Teacher”.

Throughout her life, Helen met 12 American Presidents and traveled all over the world. She devoted her life to helping others with disabilities, especially the blind and the deaf. She was an incredibly determined woman who did not let anything stop her from living the life she wanted.

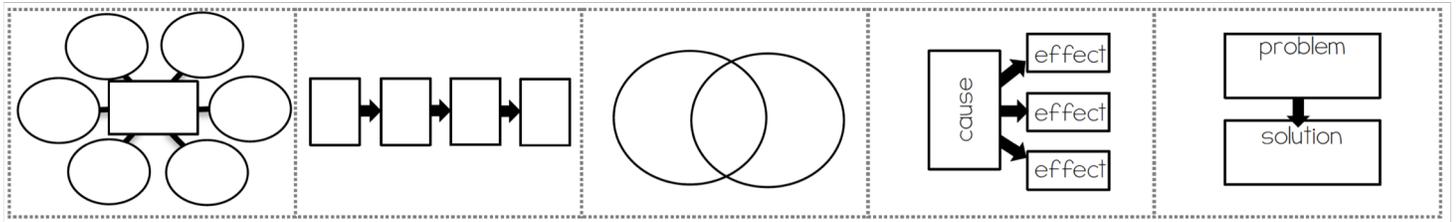
1. Describe the **TEXT STRUCTURE** the author used in Rise to the Challenge: Helen Keller.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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.



TEXT STRUCTURE (RI.5.5)

## 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

As you grow older, things change. You get taller, learn new things, and take on more responsibility. These are all positive things that most of us look forward to. No one really thinks about the negative things that could happen. But they happen. However, they can be overcome. We can still do great things even if life gives us challenges. We are going to read about one such example.

On June 27, 1880, a little girl by the name of Helen Keller was born in Tuscumbia, Alabama. Helen was a healthy little girl. However, things changed a few months before she turned two years old. Doctors were unsure of the cause, but suspected that it was either a disease called meningitis, or scarlet fever. The disease affected Helen's brain, causing her to become blind and deaf.

As Helen grew, she began to come up with signs that would allow her to communicate with her family. By the time she was 7, she knew more than 60 signs. Her parents realized that Helen was very advanced for the condition that she had. They decided it was time to hire someone to help her learn even more. A family friend, Alexander Graham Bell, introduced the Keller family to Anne Sullivan, who herself was visually impaired.

In 1887, Anne Sullivan began to teach and work with Helen. She taught her the alphabet in sign language by placing her hand into Helen's hand and making the signs. One day, Anne handed Helen a doll and signed the letters to spell it. Helen did not understand. Helen eventually got so frustrated that when Anne handed her a mug and spelled it out, Helen threw the mug, causing it to break. It was not until Anne placed Helen's hand under running water from an outdoor pump that Helen realized what it was. Helen was so excited that she touched the ground and made Anne sign the word. This led to Helen learning more than 625 words in the next six months.

Helen was such a fast learner, that by the time she was 10, she knew how to read braille, which is an alphabet for people who are blind. She also learned how to use a typewriter. By the time she reached the age of 16, she had learned how to

speak some. Because of how well she was doing, Helen was able to get into a school that prepared her for college.

In 1888, Helen went to the Perkins Institute for the Blind. Two years later, she began attending Radcliffe College. Helen graduated four years later and became the first person who was blind and deaf to earn a Bachelor's degree. After she graduated, Helen spent a lot of her time working with organizations that helped those who were blind and deaf. She moved in with Anne and her husband as she continued to learn. Helen eventually learned how to read lips by touching them as others spoke.

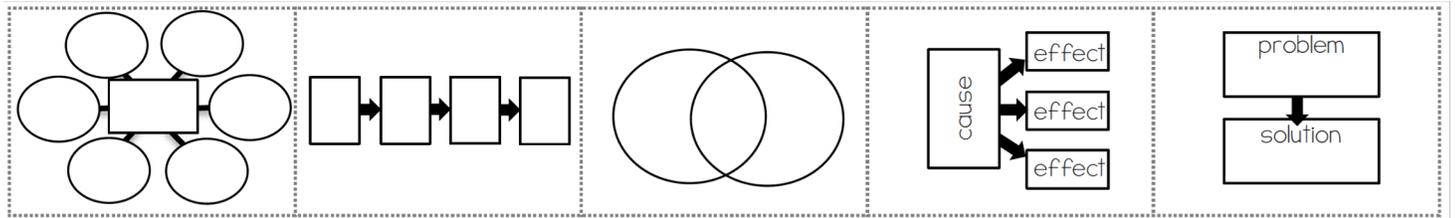
Anne never left Helen's side once she began working with her when she was 7 years old. In 1937, Anne Sullivan died of tuberculosis. Polly Thomson was Anne's hired housekeeper who took over. Helen moved in with Polly and continued her work trying to improve the lives of those who were deaf and blind. She became an author and lecturer as she traveled and spoke all around the world. From 1946-1957, Helen traveled to 39 different countries and to 5 different continents. Helen died in her sleep on June 1, 1968 in her home in Connecticut.

Helen is an inspiration that shows it does not matter what our challenges or difficulties in life may be. We can all make a difference in the lives of others. 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.



TEXT STRUCTURE (RI.5.5)

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## 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.

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

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

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

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# 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

For nearly a century, France owned the land that is located in the middle of the United States. In 1803, however, American President Thomas Jefferson bought the land from France. This real estate deal was known as the Louisiana Purchase.

After the deal was finished, President Jefferson wanted to know what all this new land looked like. He also wanted to know if one single river flowed all the way from the Atlantic Ocean to the Pacific Ocean. To find out the answers to his questions, the President decided to send a team of explorers into the new land.

President Jefferson chose Meriwether Lewis and William Clark to lead a team that would travel to the Pacific Ocean. Thirty-three men joined them on their journey. One woman, known as Sacagawea, also traveled with Lewis and Clark. She delivered a baby, a boy nicknamed Pompoy, while on the trip. A large black Newfoundland dog named Seaman also joined the Lewis and Clark Expedition.

Lewis and Clark's trip was known as the Corps of Discovery Expedition. President Jefferson asked the explorers to write down everything they saw on the journey. He wanted them to write about any new mountains, rivers, and lakes that they found in the West. The President also wanted the Corp of Discovery members to journal about every new plant, animal, reptile, and bird that the team found as well.

The Corps of Discovery team set out on their trek in May of 1804. They traveled the entire distance by canoe and by foot. Among the items the team took with them was food, rifles, and clothing for a harsh winter. They carried items such as beads and medals with them that they could trade with Native Americans. They also packed science equipment they would need in order to journal about what they found. The Corps of Discovery Expedition faced many hard times on their trip. The team dealt with dangerous rivers, hunger, cold weather, and illness.

Eventually though, the team arrived at the Pacific Ocean on November 7, 1805. This was nearly one and half years after they had left on their trip. The team had done what President Jefferson had asked them to do. The Corps of Discovery had found a way to cross the entire country.

After arriving at the Pacific Ocean, Lewis and Clark’s group decided to stay. They camped there for the winter of 1805-1806. They built log cabins in Oregon and called their winter home Fort Clatsop.

In March of 1806, the Corps of Discovery team began their return trek. Again, they traveled the entire distance by canoe and by walking. Lewis and Clark and their team arrived in St. Louis, Missouri on September 23, 1806. The expedition had finally arrived back home.

During their trip, the team met more than 70 Native American nations. They also wrote about more than 200 unknown plants and nearly 170 animals, fish, and birds. A few of the animals identified by the Corps of Discovery include the grizzly bear and the prairie dog. Along their journey, Lewis and Clark created more than 140 maps that explained the location of many new rivers, lakes, and prairie land.

The entire Corps of Discovery Expedition covered more than 8,000 miles in less than two and half years. Lewis and Clark were among the first Americans to ever cross the continent by land.

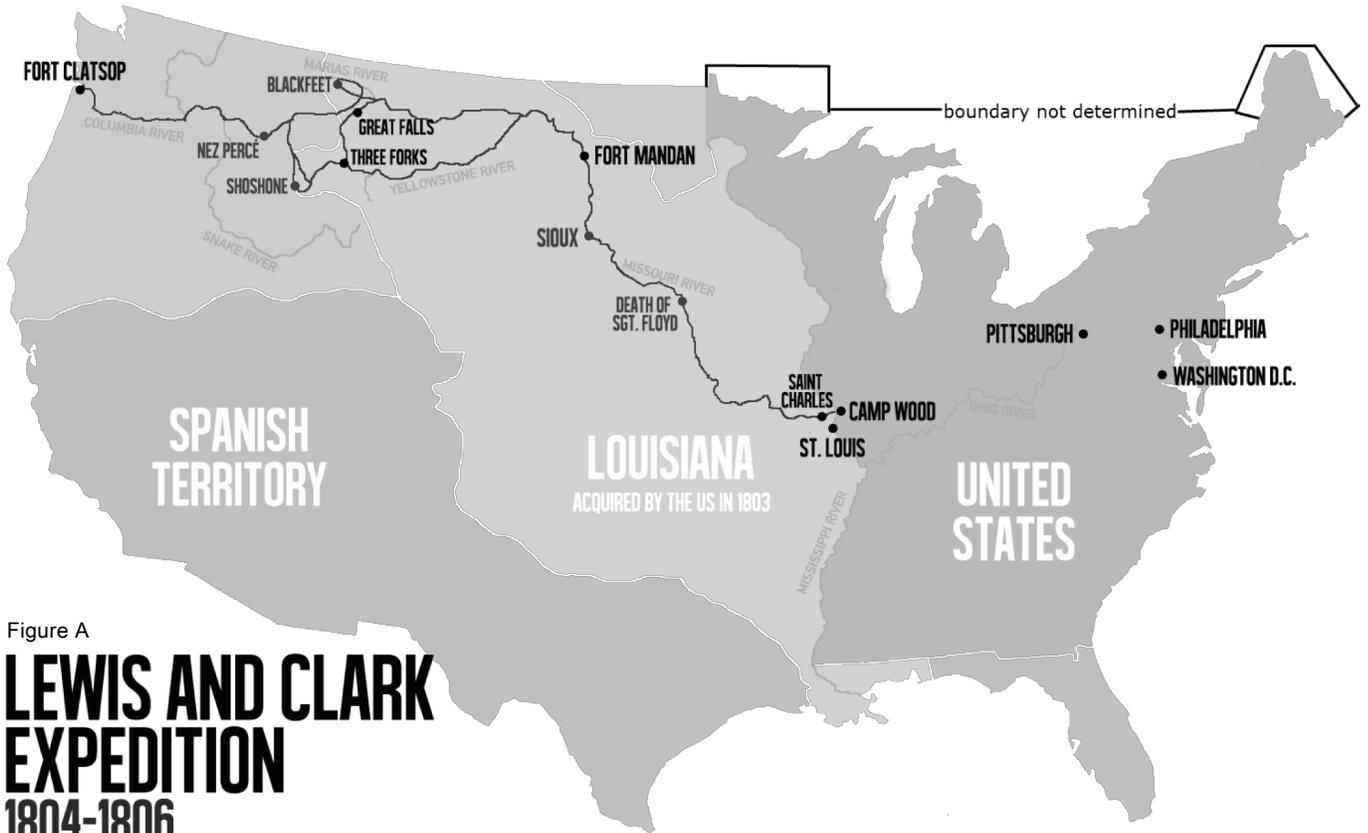


Figure A

**LEWIS AND CLARK  
EXPEDITION  
1804-1806**

## Original Journal Excerpts

(Note: These are direct excerpts from the Lewis and Clark Journals so spelling and grammatical errors are authentic and made by the original authors.)

### May 14, 1804

a Cloudy morning fixing for a Start Some provisions on examination is found to be wet rain at 9 oClock many of the neighbours Came from the Countrey mail and freemail rained the greater part of the day, I set out at 4 oClock to the head of the first Island in the Missouri 6 Miles and incamped, on the Island rained.

### Unspecified Date in May, 1804

The Country about the Mouth of Missouri is pleasant rich and partially Settled. On the East Side of the Mississippi a level rich bottom extends back about 3 miles, and rises by several elevations to the high Country, which is thinly timbered with Oake &. On the lower Side of the Missouri, at about 2 miles back the Country rises gradually, to a high pleasant thinly timbered Country, the lands are generally fine on the River bottoms and well Calculating for farming on the upper Country.

### February 11, 1805

The party that were ordered last evening set out early this morning. the weather was fair and could wind N. W. about five o'clock this evening one of the wives of Charbono was delivered of a fine boy. it is worthy of remark that this was the first child which this woman had boarn and as is common in such cases her labour was tedious and the pain violent; Mr. Jessome informed me that he had frequently administered a small portion of the rattle of the rattle-snake, which he assured me had never failed to produce the desired effect, that of hastening the birth of the child; having the rattle of a snake by me I gave it to him and he administered two rings of it to the woman broken in small pieces with the fingers and added to a small quantity of water. Whether this medicine was truly the cause or not I shall not undertake to determine, but I was informed that she had not taken it more than ten minutes before she brought forth perhaps this remedy may be worthy of future experiments, but I must confess that I want faith as to it's efficacy.

### November 7, 1805

A cloudy foggy morning Some rain. we Set out early proceeded under the Stard Shore under a high rugged hills with Steep ascent the Shore boalt and rocky,

the fog So thick we could not See across the river, two Canos of Indians met and returned with us to their village which is Situated on the Stard Side behind a cluster of Marshey Islands, on a narrow chanl. of the river through which we passed to the Village of 4 Houses, they gave us to eate Some fish, and Sold us, fish. Wap pa to roots three dogs and 2 otter Skins for which we gave fish hooks principally of which they were very fond.

Those people call themselves War-ci-â-cum and Speake a language different from the nativs above with whome they trade for the Wapato roots of which they make great use of as food. their houses differently built, raised entirely above ground eaves about 5 feet from the ground Supported and covered in the same way of those above, dores about the Same size but in the Side of the house in one Corner, one fire place and that near the opposit end; around which they have their beads raised about 4 feet from the flore which is of earth, under their beads they Store away baskets of dried fish Berries & wappato, over the fire they hang the flesh as they take them and which they do not make immediate use.

Great joy in camp we are in View of the Ocian. in the morning when fog cleared off just below last village just on leaving the village of Warkiacum, this great Pacific Octean which we been So long anxious to See. and the roeing or noise made by the waves brakeing on the rocky Shores (as I Suppose) may be heard distictly.

### **September 23, 1806**

a wet disagreeable morning. we Set out after breakfast and procd. on Soon arived at the Mouth of the Missourie entered the Mississippi River and landed at River deboise where we wintered in 1804. here we found a widdow woman who we left here & has a plantation under tollarable good way Since we have been on the Expedition we delayed a Short time and about 12 oClock we arived in Site of St. Louis fired three Rounds as we approached the Town and landed oppocit the center of the Town, the people gathred on the Shore and Huzzared three cheers. we unloaded the canoes and carried the baggage all up to a Store house in Town. drew out the canoes then the party all considerable much rejoiced that we have the Expedition Completed and now we look for boarding in Town and wait for our Settlement and then we entend to return to our native homes to See our parents once more as we have been So long from 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?**

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**SOURCE #2:** Original Journal  
Excerpts

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

---

---



**SOURCE #3:** \_\_\_\_\_

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

---

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USE MULTIPLE SOURCES (RI.5.7)

POINT OF VIEW (RI.5.6)

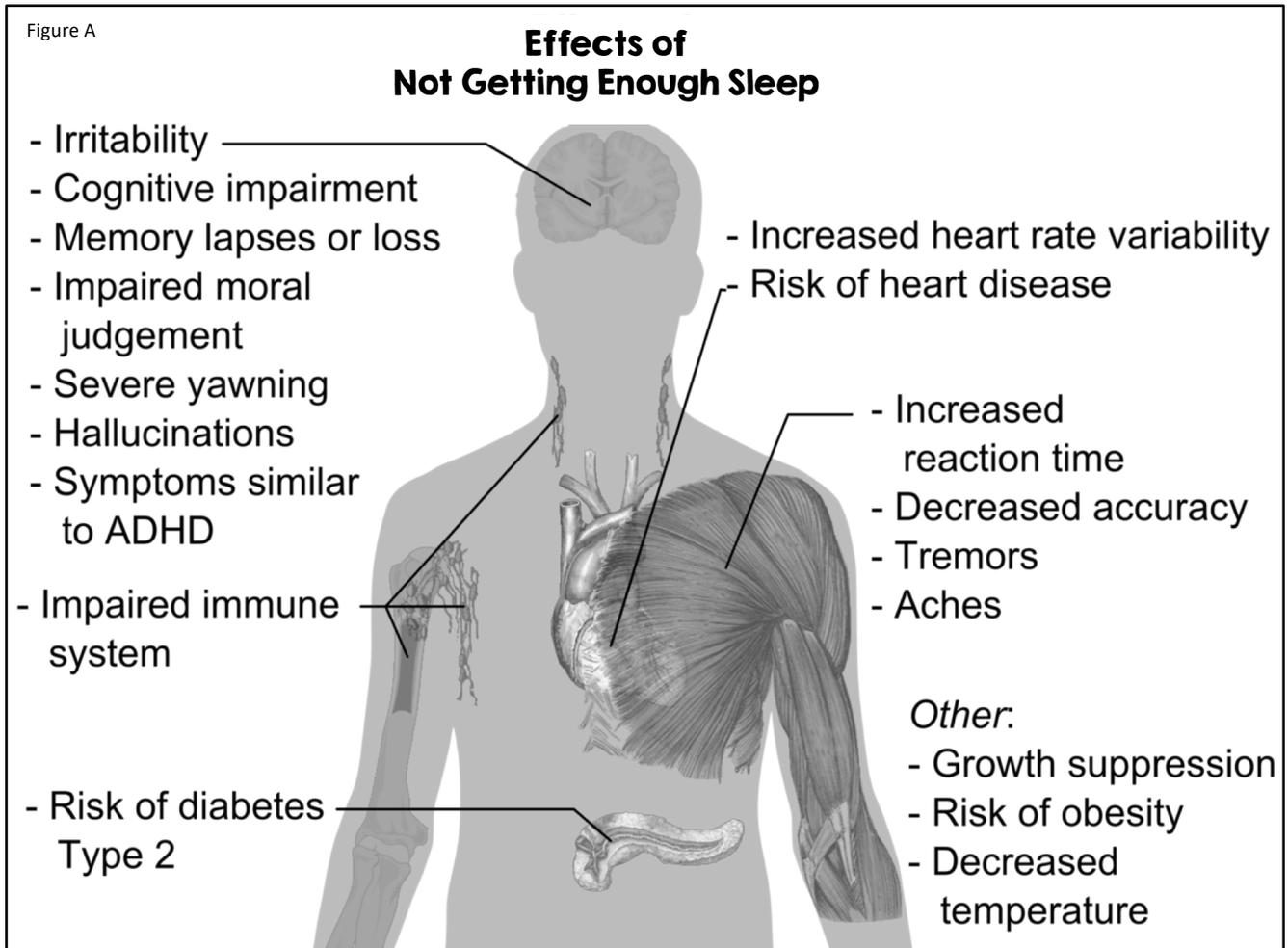


## Do You Get Enough Sleep?

Humans should sleep up to one-third of each day. However, many people do not get enough sleep. A healthy lifestyle starts with getting plenty of sleep. How a person acts, thinks, and feels can all be affected by the quality of their sleep.

The National Sleep Foundation studied how much sleep each person needs. They found that children and adults need different amounts. When it comes to the number of sleeping hours needed, preschoolers need 11-13 hours each night. Kids in elementary school should sleep 9-11 hours each night. Teenagers need 8-10 hours of sleep. Adults need 7-9 hours of sleep.

The human body is designed to rest and renew during sleep. The brain gets ready for the next day as the body sleeps. The body's immune system does a better



job fighting sickness after a restful night of sleep. The heart and other vital organs also rest and recover during sleep.

People who do not get enough sleep can be at risk for heart disease and other medical problems. They can have mood swings that affect how they act. Sleepy kids can have problems listening in class. Not enough sleep can create other problems in school, too. For example, tired students may struggle to even stay awake.

Often poor habits lead to not enough sleep. Making small changes can help a person have a good night of sleep. For example, it is important that everyone in the family has a sleep schedule. Homework and activities should be finished long before bedtime. Staying up too late to work can harm the body's chances of a good night's sleep. Going to bed and getting up at the same time each day helps the body stay in a good sleep pattern. It is helpful to have a bedtime routine. The same routine each night can help you relax before bed. A restful evening can help a person fall asleep more easily. For a truly good night's sleep, screens such as computers and phones should be taken out of bedroom. Technology is great during the day. However, at night, the lights and sounds from screens can make it harder to fall asleep. Finally, for the best sleep, it is important to watch what you eat in the evening. People who want to have a good night of sleep should avoid eating big meals. It is also important to avoid caffeine and sugar at night.

Every person should be concerned about the hours spent sleeping. Getting a good night's sleep is more than just the hours spent dreaming. A person might have problems falling asleep, staying asleep, or even getting a restful sleep. It is vital to have a restful night of sleep or a person's health can begin to suffer. Sleep is vitally important to every human being.

1. What is the **MAIN TOPIC** of the text? \_\_\_\_\_

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

**MAIN IDEA =**  
Topic + What the author says about the topic

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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.

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## The Wise Little Hen

Out in the country, there lived a hen with many small young chicks. They lived in a lovely little house. The chickens 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. She gathered up her family of chicks and filled a basket with corn seeds to be planted in the field. The hen and her chicks were happy to be outside and heading to the corn field. The chicken family was dancing in their yard.

Along the way to the field, the hen and her family passed the houses of her neighbors. The first place the chickens visited was the home of Donald Duck. When the chickens arrived at the duck's home on the water, they saw the duck dancing. The hen asked Donald Duck if he would help the family plant the corn. The duck grabbed his stomach and cried out in pain. Quickly, the duck ran back to his home, hiding from the hen. The duck was only pretending to have a stomach ache. However, the hen did not know this. She was sad that she could not count on the duck's help.

The hen and her chicks planted the corn themselves. When the crops were ready to be harvested, they needed some help. They stopped at Peter Pig's home to see if he could help. When they got to his house, they saw the pig dancing in his yard with the duck. He was also playing an instrument and singing. Peter Pig greeted the hen nicely and she asked the pig if he would help the family plant the corn. Immediately, the pig doubled-over in pain, just as the duck had done. He said he could not help plant the corn because he had a stomach ache. Crying in pain, the pig ran away. He hid from the hen and her family behind his little shack. The pig was only pretending to be sick, however. The hen did not know the pig was faking, though. The hen was sad that she could not count on the pig to help her plant the corn.

The chicken family continued on to the corn field. All of the chickens, even the little ones, worked very hard to help the corn grow. The chicks plowed the soil and created the rows for the corn. The mother hen planted the seeds while all of the little chicks watered the field. Eventually, the corn grew tall and the chickens were very pleased.

When the time came for the corn to be harvested, the hen and her family once again visited Peter Pig and Donald Duck. Just as they had seen before, the

chickens saw the pig and the duck dancing outside. The mother hen approached the pair to ask them if they would help her family harvest the corn. Immediately, however, the pig and duck both began to complain again about their terrible stomach pain. The pig and the duck moaned and wailed loudly about their pain. Quickly, the pair ran off to their clubhouse. This time, however, the hen realized that the pair had faked their stomach aches. She knew they weren't really sick, but that they were just too lazy to help harvest the corn.

The chicken family harvested the corn all by themselves. Once the chickens harvested their corn, they began to prepare a large corn feast. They baked cornbread and made corn chowder. The hen also prepared muffins and corn cakes. Their table was filled with many corn dishes.

The hen then began to wonder who would help her family eat all of the corn. Then she remembered her two neighbors, the pig and the duck. She went outside to visit the pair. When they saw her approaching, they both began to wail in pain about their stomach aches.

The hen politely asked the pig and the duck if they would like to help her eat the corn. The pair began to dance and cheer as soon as they heard that the hen needed help eating the corn. The pig and the duck no longer needed to pretend to be sick, now that the hard work was finished.

Immediately, the pig and the duck rushed over to the hen's home. The little chicks brought out a large bowl covered with a cloth to give to the pair. The pig and the duck began to fight over the bowl, tugging back and forth. Eventually, the pig won the fight. He was very excited to see what the hen had put in the covered bowl. The pig and duck grabbed their spoons so they could begin to eat the hen's food right away. As they uncovered the dish, however, they realized that the only thing in the bowl was a bottle of Castor Oil, a horrible-tasting medicine that would only help their stomach aches. The pig and the duck learned that the hen knew they were only pretending to be sick in order to avoid the hard work of farming corn. The hen had taught them a lesson.

The chicken family enjoyed the benefits of their hard work. Their dining table was filled with food and the home had plenty of corn for every chick. They ate a large corn feast while the pig and the duck watched through the window. When the pair realized that they would not get any of the hen's corn, the pig and the duck then took turns kicking each other as punishment.

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.

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VISUALS ADD MEANING (RL.5.7)

## 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):** \_\_\_\_\_

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**Reason #2 (2 or more sentences):** \_\_\_\_\_

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**Reason #3 (2 or more sentences):** \_\_\_\_\_

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**Conclusion (1 sentence):** \_\_\_\_\_

\_\_\_\_\_

## Phones in Schools?

If you go into a high school, you would probably see a lot of students with cell phones. Most high school kids have one. In fact, nine out of ten 17 year olds have one. Many of these students have cell phones for safety and to stay in touch with their parents. But they also use them for texting friends, listening to music, or watching videos. You would see a lot of phones in use in the hallways when kids are not in class. But are cell phones a good thing in schools?

Most schools do not officially let their students use cell phones during class. However, when the teacher is busy helping other students, students often pull their phones out. Students sometimes use their phone 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 evidence that students are using cell phones when they are not supposed to. High school teachers complain that they constantly have to tell students to put phones away. It is clear that phones are a distraction to learning.

Some high school teachers let students listen to music on phones using headphones during quiet class time. Nick Allen, a high school student in Merced, California says, "I can think better when I listen to music". Many students agree with this statement. Some teachers also feel like they are doing something good for their students when letting them listen to music. Doing two things at once, like listening to music and reading, is called multitasking. Research has found that multitasking is not helpful and not good for thinking clearly. In fact, a study by Harvard University found that multitasking reduces the amount of work someone can do nearly in half. The study found that multitasking also raises stress levels. So even if students say they can think better when listening to music, science says they do not.

Cell phones are a big part of life for teenagers. One study found that teen girls send about 100 text messages each day. They use their phones all the time. Teens

are also looking at other screens such as computers, TVs, and tablets. The American Heart Association found that most teenagers spend an average of 20 hours per week in front of TV and computer screens. One third of teens spend closer to 40 hours a week in front of screens. To compare, most teens are in school for only 35 hours per week. So much screen time is not a good thing. Research shows that teens who have too much screen time have a harder time concentrating. Perhaps taking a break from screens at school is a good thing.

Students sometimes cheat with their cell phones when the teacher is not looking. A cell phone has a calculator. It also has access to the Internet. It is tempting to open a calculator to find the answer to the problem instead of studying and thinking. In fact, a study in 2012 found that one third of teens admit to cheating with cell phones. More than half those students admit using the Internet to look up answers during tests.

Cell phones are a problem in schools. Is the best solution to ban them? When you are a student in a classroom, there is no need for a phone. Students are there to learn. Allowing phones is a distraction to the lesson. The facts show that teens are not able to control their use of phones. The best solution is to not allow phones on campus at all. A phone-free school limits learning distractions. By making a policy of “no-phones”, teachers have the power to teach in their classrooms.

1. What is the **MAIN TOPIC** of the text? \_\_\_\_\_

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

**MAIN IDEA =**  
Topic + What the author says about the topic

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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):** \_\_\_\_\_

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**Reason #2 (2 or more sentences):** \_\_\_\_\_

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**Reason #3 (2 or more sentences):** \_\_\_\_\_

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**Conclusion (1 sentence):** \_\_\_\_\_

\_\_\_\_\_

WE ARE ALL  
IN THIS  
TOGETHER!

*Alyssa*

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