



West Shore School District ELA Learning Packet Grade 4





Assignments #1-3



Assignment #1:

1. Reading Comprehension – Making Predictions
 - Complete review worksheets on making predictions
2. Writing Choice Board
 - Choose a prompt from the choice board
 - Include 5-7 sentences and a clear beginning, middle and end
3. Word Study – Consonant Digraphs
 - Read Anchor Chart explaining the digraphs ch, gh, ph, sh (BLM 1)
 - Spelling Pattern Sort (BLM 6)

Assignment #2:

1. Read Works Passage – “Inventions of the Future”
 - Read passage and complete comprehension questions
2. Writing – Roll-A-Story
 - Choose a character, setting and problem to write about
 - Include 5-7 sentences and a clear beginning, middle and end
3. Word Study – Consonant Digraphs
 - Choose the Word (BLM 7)

Assignment #3:

1. Read Works Passage – “One Big Family”
 - Read passage and complete comprehension questions
2. Writing Picture Prompt
 - Choose 1 Picture Prompt to write about
 - Include 5-7 sentences and a clear beginning, middle and end
3. Word Study – Consonant Digraphs
 - Highlight or Underline consonant digraphs (ch, gh, ph sh) in the passage “Clever Creatures”
 - Read “Clever Creatures”

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Writing Choice Board

| | | | |
|--|---|---|---|
| Write about what you did over spring break. | Write about something you are looking forward to and why. | Write a family member a letter thanking them for all they do. | Write a letter to a friend letting them know you miss them and appreciate them. |
| Research an animal and write about its habitat, diet, etc.. | If you were the ruler of your own planet. What would your planet be like? | Write a script for a play or movie. | Would you rather be a unicorn or a mermaid? Write about why? |
| If you were a superhero, what would your superpower be? Write a story about your adventures. | What is one thing you wish you could change about your community? Why? How can you change it? | If you were in charge, what is one rule you would make or change and why? | Free Choice! |

Consonant Digraphs

ch, gh, ph, sh

Words with the digraph ch

**I like to use chopsticks
when I eat Chinese food.**

Words where the digraph gh is silent

**He caught the vase that
the naughty child knocked
over.**

Words with the digraph gh with the sound /f/

**Our teacher told us we
had enough laughter
today to last us a week.**

Words with the digraph ph with the sound /f/

**I was trying to take a
photograph and answer
the phone at the same
time.**

Words with the digraph sh

**After my brother's
shower, there was a
shortage of water.**

Name _____ Date _____

Spelling Patterns

Parent Directions: Have your child read each word aloud and then sort the words by their sound patterns. Then have your child choose a word from each group and write a sentence for each word.

Word Bank **screech** **cough** **phrase** **elephant**
 orphan **pouch** **shipping** **tough**
 taught **photograph** **shower** **brought**

| /ch/ | /f/ |
|------|-----------|
| | |
| /sh/ | Silent gh |
| | |

1. _____
2. _____
3. _____
4. _____

Take-Home Activity (BLM 6)

Word Study & Vocabulary 2: Unit 23: Consonant digraphs **ch, gh, ph, sh**

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Inventions of the Future

by Rachelle Kreisman

Take a time trip with tomorrow's talking robots, dolphin-like boats, and more!

In 2006, thousands of kids had a sneak peek at the world of tomorrow. They experienced talking robots, underwater vehicles, and life-size video games. These inventions were among the 150 creations at NextFest fair. The four-day festival was held in New York City, New York.

NextFest gave inventors a chance to unveil their latest creations. Many were right out of the lab. Others were still being developed. Here are a few of the high-tech gadgets that captured our attention.

Greetings, Human!



Beryl Goldberg

Actroid is a robot designed to look and talk like a human.

Don't let this photo fool you! Actroid may look real, but she is actually a humanoid, or human-like, robot. She was designed to greet and entertain people. When Actroid talks, she moves her hands and makes eye contact. Other versions of this robot are programmed to reply to hundreds of questions, such as "What time is it?" and "Are you a real person?"

Dive Like a Dolphin

What is it like to live like a sea creature? The Bionic Dolphin gives people the chance to find out. The vehicle can cruise across the water at speeds of up to 80 miles per hour (mph) and then dive at least 10 feet. Its inventor, Thomas Rowe, designed the vehicle with wings to enable it to "fly" underwater as fast as

40 mph. "The majority of my research was on dolphins, but where I got the most help was from penguins and diving birds," Rowe told *WR News*.

The Bionic Dolphin was first designed for recreation, or play. However, it may be used in the future to save whales entangled in nets. A larger version of the vehicle has been designed to rescue people lost at sea. "It swallows them," says Rowe.

Get Up and Move!

What combines music, rock climbing, and video games? It's a musical climbing wall called DigiWall. This climbing wall has interactive games based on speed, cooperation, and creativity. "We wanted to do some kind of computer game where you are very physical," project leader Mats Liljedahl told *WR News*. "We removed the computer screen, and instead we are using the lights and the grips." The grips light up when they are touched.

Meet a Space-Bot!

Robonaut may help astronauts in future space missions. The robot is being designed by NASA, the U.S. space agency. The robot will "perform tasks that up until now only astronauts could do," NASA engineer Roger Rovekamp told *WR News*.

Robonaut can operate on its own or be controlled by a human operator from Earth or in space. The operator would wear a special headset that displays live video from the cameras on the robot's head. By wearing a glove with sensors, that person can control the actions of Robonaut's fingers, which can hold tools as small as tweezers.

WR Kid Reporter Explores NextFest

"I got to see some awesome exhibits," says *WR News* kid reporter Michaela Ritz. The 11-year-old was on the scene at NextFest. Along with checking out the latest gadgets, Michaela caught up with some inventors to learn more about their unique designs.

What was her favorite invention? Brainball! In this game, players wear headbands that monitor their stress levels by measuring brain waves. A computer directs a ball away from the player who is calmer.

"You needed to relax in order to get the ball into the opponent's circle," says Michaela. "It is a good game for relieving stress."

Name: _____ Date: _____

1. The Bionic Dolphin will be useful for

- A. rescuing people at sea.
- B. doing special tricks at sea for tourists.
- C. helping ships find their way.
- D. getting objects off of the bottom on the ocean floor.

2. The Robonaut

- A. can operate on its own.
- B. can be controlled from space.
- C. can be controlled from Earth.
- D. all of the above.

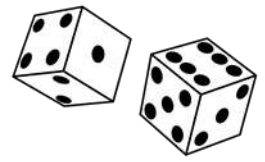
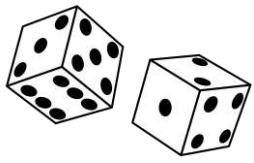
3. The main idea of this passage is

- A. There are many new, interesting inventions.
- B. There is a new type of computer game that is more physical.
- C. NASA made a robot that can work in space.
- D. Actroid looks a lot like real people.

4. Inventors probably made a computer game that is more physical because

- A. it was less expensive than typical computer games.
- B. it is important that people exercise.
- C. it was easier to create a climbing game than a typical computer
- D. all of the above.


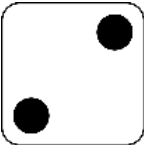




5. How will the Actroid be used?



ROLL ~ A ~ STORY

Instructions:

1. Roll a dice and match the number on the dice with a row on the chart.
2. Brainstorm with a friend about your story.
3. Write your story on the back of the paper and create a fun title!

| | 1 st Roll | 2 nd Roll | 3 rd Roll |
|---|----------------------|----------------------|-----------------------|
| | Character | Setting | Problem |
|  | Princess | A tree house | Something is lost |
|  | Cowboy | A mountain | Can fly |
|  | Dinosaur | A playground | Turns into a spider |
|  | Clown | A beach | Finds a magic pencil |
|  | Elephant | A movie theater | Found secret treasure |
|  | Doctor | A farm | Finds a strange box |

Name _____

Date _____

Choose the Word

Directions: Choose the word that does NOT belong with the others.

- | | | |
|---------------|------------|-----------|
| 1. alphabet | photograph | beach |
| 2. cough | daughter | naughty |
| 3. enough | elephant | toughest |
| 4. nephew | reach | teach |
| 5. roughest | shower | punish |
| 6. speechless | accomplish | chopstick |

Directions: Choose the word that has the /f/ sound.

- | | |
|---------------|----------|
| 7. coughing | daughter |
| 8. naughty | enough |
| 9. pharaoh | washer |
| 10. physics | spinach |
| 11. punish | orphan |
| 12. telephone | champion |

One Big Family

by Jeff Ives

A filmmaker finds out that elephant families can be comfortable with visitors.



NOAA

African elephant.

"I started thinking of them as a family almost immediately," filmmaker Martyn Colbeck told *WR News*. He was talking about wild elephants, not his next-door neighbors. For more than 15 years, Colbeck has filmed a family of African elephants in Amboseli National Reserve in eastern Africa.

Colbeck's film about the family, *Unforgettable Elephants*, aired April 1, 2007, on the PBS television show *Nature*. The film came after studies found that elephants can recognize their reflection in a mirror. That is something only humans, chimpanzees, and dolphins were thought to be able to do. "These animals are smart," Colbeck says. His **documentary** shows just how intelligent African elephants-the world's largest land animals-are.

Leader of the Pack

Colbeck's film follows an elephant family led by a 62-year-old female elephant named Echo. In the wild, African elephants live in herds. They roam long distances to find food. The oldest female elephant, called the matriarch, leads the herd. Adult male elephants live separately from the females and the young calves.

Echo guides her family to fresh water and food while staying alert for danger. The young

elephants are the most vulnerable, or at risk of being harmed. Colbeck witnessed that danger when he saw another elephant family attempt to kidnap Echo's calf, Ebony. Echo gathered the other adult female elephants in her family to come to the rescue. "Together they plowed into the kidnappers to recover Ebony," Colbeck explained. "It showed forethought and teamwork."

Elephant Customs

During his years of filmmaking, Colbeck observed other signs of elephant intelligence. Elephants communicate with each other through low rumbling sounds that people often cannot hear. Family members also make distinct sounds that other members can recognize.

Like humans, elephants have their own rituals, or customs. After an elephant dies, the other family members cover the body with sticks and leaves and linger near the site for days. The animals often return to the site years later.

Protecting the Herd

Amboseli National Reserve covers about 150 square miles in southern Kenya, near the Tanzania border. The Kenyan government protects the nature reserve's elephants from poaching, or illegal hunting. Elephants have been hunted throughout history for the ivory in their tusks. Humans have used ivory to make jewelry and other objects. Today, elephants are an endangered species.

Since strict anti-poaching laws were put into effect in 1968, the number of elephants in Amboseli has risen from 500 to more than 1,200. When Colbeck began filming Echo's family in 1990, the family had only 14 members. Today it has 30 members.

Although the elephants still face some danger from the local Masai tribespeople, the creatures have become remarkably comfortable around human visitors. That makes Amboseli an ideal place for scientists to study elephant behavior.

"The elephants are totally relaxed about having vehicles in amongst the herd," says Colbeck. "Nevertheless, it is still very important to respect the animals and not disturb them. That respect develops into a trust, and in that way we have been able to document some extraordinary moments in their lives." That trust has not only allowed Colbeck to film Echo's family, but it has also made him feel like one of the family.

Echo's Family Tree

The elephant families in Amboseli National Reserve are organized alphabetically. Echo's family is the "E" family, so every member of the family is given a name starting with *E*. Here's how Echo fits in with some of her relatives.

Grandmother

Echo (age 62): Echo is one of the oldest elephants in Amboseli. She is the leader of her family. You can tell that she is old by the length of her tusks. They are almost touching! Wild African elephants live an average of 60 years.

Children

Erin (died at age 34): She was Echo's eldest daughter. Erin died from a spear injury after she wandered too close to a watering hole protected by the local Masai people.

Eliot (age 22): As a young calf, Eliot would run up and rest her head on researchers' vehicles. Now that she has grown up, Eliot keeps her distance from people.

Ely (age 17): When he was born, Ely couldn't walk. The family waited to move until he stood on his own. Now he lives alone. He left the herd at age 12.

Grandchildren

Edwina (age 25): Edwina is Echo's first known grandchild.

Eleanor (age 22): Eleanor helped care for Email after Erin died.

Email (age 6): Email's mother, Erin, died when he was 2. Now the rest of the family takes care of him.

Great-grandchildren

Europa (age 12): Europa is Echo's first known great-grandchild.

Elaine (age 8): Elaine is Echo's second great-granddaughter.

Elmo (age 8): Elmo is Echo's only surviving great-grandson.

Name: _____ Date: _____

1. This passage will describe the good relationship that the filmmaker had with the elephants. What detail in the first paragraph supports that prediction?

- A. The filmmaker worked with elephants.
- B. The filmmaker worked in eastern Africa.
- C. The filmmaker thought of the elephants as family.
- D. The filmmaker spent 15 years on his film.

2. The author will talk about the increase in the number of elephants. What detail the previous paragraph supports that prediction?

- A. The reserve is near Tanzania.
- B. Humans use elephant ivory for jewelry.
- C. The Kenyan government protects the elephants.
- D. All of the above.

3. Which of the following is *not* a fact?

- A. Elephants make low rumbling sounds that people cannot hear.
- B. African elephants live in herds.
- C. There are strict anti-poaching laws in Kenya.
- D. Humans should be allowed to use elephant's tusks to make jewelry.

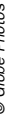
4. Elephant herds are lead by

- A. the oldest female.
- B. the oldest male.
- C. the strongest male.
- D. the youngest female.

5. Will elephants always be an endangered species? Explain.

A cartoon illustration of a young boy with dark, curly hair, wearing a striped shirt and light-colored pants. He is holding a vintage-style camera up to his eye, ready to take a picture. The camera has a flash on top, which is depicted with small circles around it, suggesting it is on. The boy has a slight smile and is looking towards the camera.

Invent a new way for pets to get exercise. Weights for cats and dogs to lift? A treadmill for pet snakes? Describe your invention and tell how it would work. Be as outrageous as you'd like!



Collaborative Writing: What do you suppose the cat in the photograph might be thinking? List your group's five funniest responses.

What's a whale doing in the middle of town? Pretend you are a news reporter on the scene, and you have to write an article to tell what is happening. You can choose one of the following news headlines to help you get started. Use your imagination!

-

© AP Photo/Lionel Cironneau

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Mini Prompts

Clever Creatures

You've probably heard the phrase "a memory like an elephant." That's because elephants are some of the smartest animals on Earth!

Scientists can tell how smart animals are in many ways. One way is brain size. Animals that have large brains compared to their bodies are usually pretty sharp. Another sign of intelligence is whether an animal recognizes itself when it looks in a mirror. Scientists have also observed that animals that care for their babies for a long time are often smarter. Elephants, dolphins, and chimpanzees pass all three of these tests.

Let's begin with elephants. They have a good memory, which helps them tell their friends from their enemies. They can use tools and follow human commands. They also show caring for each other and for other animals, which is seen as a strong sign of intelligence.

Dolphins can learn and repeat behavior, which is probably why they're so popular in water park shows. Dolphins "talk" to each other through sounds like clicks or whistles. Scientists think that they even have names for each other. Dolphins have also been used by the U.S. Navy to help find underwater mines—that's pretty clever.

Chimps are perhaps the smartest animals next to humans. They can solve tough problems, use tools, and share hunting duties in groups. Many chimps have been taught sign language to communicate with people. Scientists have also seen these caring animals take care of an elderly chimp.

Next time you visit a zoo, take a close look at the creatures you see. They may be smarter than you think!



Assignments #4-6



Assignment #4:

1. Reading Comprehension – Compare and Contrast
 - Complete review worksheets on compare and contrast
2. Writing Choice Board
 - Choose a prompt from the choice board
 - Include 5-7 sentences and a clear beginning, middle and end
3. Word Study – Prefixes
 - Read Anchor Chart explaining the prefixes ex-, non-, in- (BLM 1)
 - Spelling Pattern Sort (BLM 6)

Assignment #5:

1. Read Works Passage – “Slavery’s Secrets”
 - Read passage and complete comprehension questions
2. Writing – Roll-A-Story
 - Choose a character, setting and problem to write about
 - Include 5-7 sentences and a clear beginning, middle and end
3. Word Study – Prefixes
 - Choose the Word (BLM 7)

Assignment #6:

1. Read Works Passage – “Ryan’s Well”
 - Read passage and complete comprehension questions
2. Writing Picture Prompt
 - Choose 1 Picture Prompt to write about
 - Include 5-7 sentences and a clear beginning, middle and end
3. Word Study – Prefixes
 - Highlight or Underline prefixes (ex-, non-, in-) in the passage “The Gift of Animals”
 - Read “The Gift of Animals”

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Writing Choice Board

| | | | |
|--|---|---|---|
| Write about what you did over spring break. | Write about something you are looking forward to and why. | Write a family member a letter thanking them for all they do. | Write a letter to a friend letting them know you miss them and appreciate them. |
| Research an animal and write about its habitat, diet, etc.. | If you were the ruler of your own planet. What would your planet be like? | Write a script for a play or movie. | Would you rather be a unicorn or a mermaid? Write about why? |
| If you were a superhero, what would your superpower be? Write a story about your adventures. | What is one thing you wish you could change about your community? Why? How can you change it? | If you were in charge, what is one rule you would make or change and why? | Free Choice! |

Prefixes ex-, non-, in-

ex- means “out” or “away from”

Our teacher said she would exclude that question from our quiz scores.

non- means “not”

That song seems to play nonstop on the radio.

in- means “not,” “in,” or “into”

We decided to move the party to an indoor location once the rain began. (“into”)

The directions to the shopping mall were incorrect. (“not”)

Name _____ Date _____

Spelling Patterns

Parent Directions: Have your child read each word in the word bank and then sort the words into the correct column of the chart.

Word Bank **exhaust** **nonskid** **nonfiction** **inhuman**
informal **exit** **extend** **express**
invade **inmate** **nonfat**

| ex- | non- | in- |
|-----|------|-----|
| | | |

Slavery's Secrets



Sojourner Truth

Educators spread the word about slavery in the North.

Sojourner Truth is best known as an outspoken **abolitionist**-someone who worked to end slavery. But what people may not know is that Truth was one of thousands of slaves in the United States who were bought, sold, and forced to do labor in the North.

"Many people are surprised when you talk about slavery in the North," Alan Singer, a professor of education at Hofstra University, told *Weekly Reader*. "We associate slavery with the South, even though the biggest importer of slaves-after South Carolina-was New York City."

Spotlight on Slavery

Singer and other educators spread the word about slavery in the North. Although there were fewer slaves in the North than in the South, slavery flourished in New York City, northern New Jersey, rural Pennsylvania, and the shipping towns of Connecticut and Rhode Island. In 1771, slaves made up about 12 percent of the population of New York City.

Some slaves in the North were offered freedom to fight for the British during the Revolutionary War (1775-1783). However, slavery wasn't abolished in the United States until the end of the Civil War (1861-1865). New Jersey, for example, reported 18 slaves in 1860.

Singer explains that the slave trade helped support the **Industrial Revolution** in many major Northern cities, such as Boston and New York City. The Industrial Revolution was a rapid change in the economy in the 1800s, when factories and power-driven machines were introduced. Many U.S. businesses got their start with profits from the slave trade and slave-produced goods.

Lasting Effects

Singer tells students that the effects of slavery linger today through racial prejudice and discrimination. "Kids see slavery as something that happened in the deep past. I want children to know that we still live with the effects of that slavery society."

History Maker: Sojourner Truth

Isabella Baumfree (1797-1883) was born one of 13 children but never got to know her siblings because they were sold into slavery. She was emancipated, or freed, in 1828. In 1843, she changed her name to Sojourner Truth. She traveled throughout New England and the Midwest, speaking publicly against slavery and in favor of women's rights.

Name: _____ Date: _____

1. _____ imported more slaves than _____.

- A. Alabama, South Carolina
- B. New York City, South Carolina
- C. Rhode Island, New York City
- D. South Carolina, New York City

2. In the South, slaves worked mostly on plantations, but in the North, a lot of slaves worked

- A. in factories.
- B. in restaurants.
- C. in government.
- D. as teachers.

3. Sojourner Truth

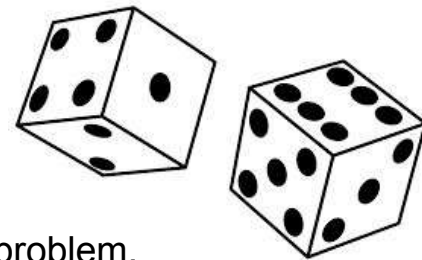
- A. was a slave in the North.
- B. spoke out against slavery.
- C. fought for women's rights.
- D. all of the above.

4. When did slavery affect the United States?

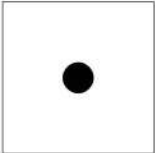
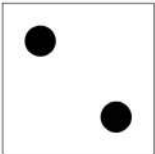
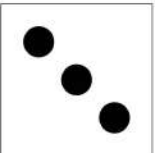
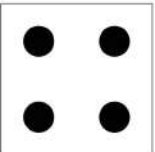
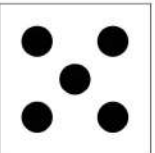
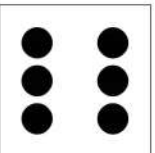
- A. It affected the United States in the past and today.
- B. Slavery has never affected the United States.
- C. It has only recently begun affecting the United States.
- D. It affected the United States only before the 1860's.

5. What is an abolitionist?

ROLL-A-STORY



Roll a die three times to pick a character, setting and problem.
Use these to write your creative story!

| ROLL | CHARACTER | SETTING | CONFLICT |
|---|----------------------|----------------------|---------------------------|
|  | A sad clown | In the woods | Lost their memory |
|  | A detective | In a magic castle | Found an unlucky penny |
|  | A magician | At a farm | Ate a poisoned berry |
|  | A two headed monster | Inside a cave | Had to solve a myster |
|  | An old man | A jelly bean factory | Trips and falls into a... |
|  | An elephant | On a bridge | Chased by a killer animal |

Name _____ Date _____

Choose the Word

Directions: Circle the prefix in each word. Then write a sentence using the word.

1. explore _____

2. indent _____

3. exclaim _____

4. exceed _____

5. inhabit _____

Directions: Choose the prefix **ex-**, **non-** or **in-** that makes the most sense and add it to the base.

6. _____complete

7. _____sense

8. _____press

Classroom Activity (BLM 7)

Ryan's Well

by Jayne Keedle



clean drinking water from a well in Djibouti, Africa

Small steps can help solve the world's water crisis.

Kids really can make a difference. Just ask 15-year-old Ryan Hreljac (HURL-jak) of Kemptville, Canada. When he was 6, he learned about the shortage of safe drinking water in some parts of the world. Today, Ryan's Well Foundation has raised more than \$1.5 million to build more than 700 wells in 16 countries, most of them in Africa.

During his mission to raise money, Ryan became pen pals with Akana Jimmy, an orphan who lived in Africa. In Jimmy's tiny village of Agweo, Uganda, there was no clean water until Ryan raised enough money to buy the village its first well. A new book tells the story of their life-changing friendship- *Ryan and Jimmy and the Well in Africa That Brought Them Together*.

Two Different Worlds

Jimmy used to wake up before midnight and walk 3 miles to the nearest pond. There, he would fill a large plastic container with contaminated, or polluted, water. Jimmy made that trip three times every day before heading to school. "Because you don't have any choice, you drink it," he told *WR News*.

In 1998, Ryan's first-grade teacher told the class that polluted water was causing thousands of children to become sick and even die. For Ryan, a lack of clean water was unimaginable. His teacher said the cost of building a well in Africa was just \$70. Determined to help, Ryan spent months doing household chores to earn enough money to pay for a well.

Later that year, Ryan proudly took his savings to WaterCan, a Canadian organization that helps provide safe drinking water to impoverished countries. To his disappointment, Ryan was told that the cost of building a well was much higher: \$2,000.

Ryan vowed, or promised, to continue raising money. Word of his mission spread, and soon the media picked up his story. To Ryan's astonishment, people started sending him donations. By 2000, Ryan, then 9, had raised enough money to build his first well. With help from Canadian Physicians for Aid and Relief, Ryan chose Jimmy's village as the site for the well.

All's Well That Ends Well

Ryan's well changed the lives of the people in Agweo and especially affected Jimmy's life. That's when the two boys became pen pals. They became friends when Ryan traveled to Uganda in 2000 to help complete the well.

In 2003, Ryan's family arranged to bring Jimmy to their home in Canada. "We used to live as friends," Jimmy, now 17, says, "but now we live as brothers."

The two teenagers hope their book will raise awareness about unsafe drinking water and prompt people to take action to help. "The situation is difficult, but you have to start somewhere," Ryan says. "We need to work harder to make the world a better place."

Water Isn't Everywhere

More than two-thirds of Earth's surface is covered by water, so you might think there is enough to go around. You may be surprised to learn that water is scarce. Only a limited amount of water is drinkable. Salty seawater makes up about 97 percent of the world's water.

Another 2 percent is frozen at the North and South Poles.

More than 1 billion people around the world don't have access to safe drinking water, according to the United Nations. Why isn't all the freshwater available to people safe for drinking? Chemicals from factories, fertilizers from farms, and untreated sewage pollute the water supply. "One of our goals is to educate people about the importance of clean water," says Ryan.

Name: _____ Date: _____

1. How do Ryan and Jimmy know each other?

- A. They lived together as friends once.
- B. They were pen pals.
- C. They raised money together.
- D. They are brothers.

2. Which best describes how the author organizes the information in this passage?

- A. The author compares and contrasts the lives of Akana Jimmy and Ryan Hreljac with facts and opinions.
- B. The author describes the concept of water scarcity with factual evidence.
- C. The author describes the problem of clean water scarcity and the steps one boy took to alleviate the problem.
- D. The author provides evidence to persuade the reader about the importance of kids working to alleviate worldwide issues.

3. Read the sentences.

"Only a limited amount of water is drinkable. Salty seawater makes up about 97 percent of the world's water. Another 2 percent is frozen at the North and South Poles."

What can be concluded from these sentences?

- A. Salt water is the largest source of drinkable water.
- B. Salt water can freeze.
- C. Water frozen in the North and South Poles is not salt water.
- D. Salt water is not drinkable.

4. Read the sentence.

"The two teenagers hope their book will raise awareness about unsafe drinking water and **prompt** people to take action to help."

What is the meaning of **prompt** as used in this sentence?

- A. prompt (*verb*): to encourage
- B. prompt (*adjective*): quick
- C. prompt (*noun*): an encouragement
- D. prompt (*verb*): to irritate

5. What is the main idea of this passage?

- A. Water scarcity is a major, worldwide problem, but something that even kids can help improve.
- B. Differences between friends can be overcome when working on a communal project.
- C. World leaders have come together to solve the clean drinking water shortage around the world.
- D. Travelling to another country can be both educational and helpful.

6. Explain why the world's freshwater is not all safe for drinking using evidence from the text.

7. What can be concluded about Ryan's character based on this passage? Use text evidence to support your ideas.

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

Initially, Ryan and Jimmy were pen pals, while _____ they visited each other's countries and homes.

- A. beforehand
- B. although
- C. later on
- D. primarily

Name: _____ Date: _____

1. The Ryan's Well Foundation has raised around

- A. One billion dollars.
- B. \$2000.
- C. \$1,500,000.
- D. \$70.

2. Ryan and Jimmy both

- A. raise money.
- B. write letters.
- C. live in Africa.
- D. do not have wells.

3. _____ had a more polluted water supply.

- A. Ryan
- B. Jimmy
- C. Ryan's teacher
- D. Canadian doctors

4. According to this passage, there is more

- A. polluted water than salty water.
- B. salty water than fresh water.
- C. fresh water than salty water.
- D. polluted water than fresh water.

5. After reading this passage, do you think that money is still needed to build wells in Africa? Why or why not?

Get ready for an adventure! Pretend you are one of the “penguins” in this photograph and write a diary entry for one day. Why did you and your pals stop traffic on a busy street? What did you do in the big city?



© AFP PHOTO/MONTREAL GAZETTE-Pierre Oubéroun

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

Language Arts: “Penguin Crossing” is one title for this photo. Can you think of others? List as many titles as you can think of, then choose a favorite.

Finish this story starter: “One day, I was walking to school when I heard a loud screech from above. I looked up and saw a huge falcon about to land on my head! Then the falcon spoke. It said it would take me anywhere in the world I wanted to go...”

A black and white photograph of a young boy wearing a baseball cap and a t-shirt with a dog graphic, looking up at a large, white, winged figure (an angel) flying in the sky above him. The figure has large, feathered wings and is positioned centrally in the upper half of the frame. The boy is in the lower half, looking up with a slight smile. The background is a clear, light-colored sky. The photo is framed by a white border with decorative corner mounts.

© AP Photo/The Salt Lake Tribune, Irent Nelson

Mini Prompts

The Gift of Animals

"Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime." —*Chinese proverb*

There are thousands of nonprofit groups in the world that aim to help those in need. While many of these groups give away money or services, one gives something rather unusual: farm animals.

Heifer International got its start with Dan West, a farmer from the Midwest. During the Spanish Civil War, Dan helped by giving milk to hungry children. Their sad state led him to an important insight: hungry people need to be able to get their own food. Giving them food a few times would not help.

Dan decided he would start a group that gave farm animals to people to raise. The people could use the animals both for food and for extra income. One heifer, or cow, for example, would provide milk to drink or sell.

Some of the animals given away so far include sheep, rabbits, pigs, camels, yaks, horses, goats, chickens, fish, and even honeybees. Heifer asks anyone who receives an animal to "pass on the gift." They are asked to give away at least one of the animal's babies to another family in need. In doing so, the number of families helped can expand more quickly. Heifer also trains people to care for their animals so they are not treated inhumanely.

So far, Heifer International has helped people in 128 countries. The group hopes someday to end poverty and hunger, one animal at a time.



Assignments #7-9



Assignment #7:

1. Reading Comprehension – Cause and Effect
 - Complete review worksheets on cause and effect
2. Writing Choice Board
 - Choose a prompt from the choice board
 - Include 5-7 sentences and a clear beginning, middle and end
3. Word Study – Prefixes
 - Read Anchor Chart explaining the prefixes uni-, bi-, tri- (BLM 1)
 - Spelling Pattern Sort (BLM 6)

Assignment #8:

1. Read Works Passage – “Frogs at Risk”
 - Read passage and complete comprehension questions
2. Writing – Roll-A-Story
 - Choose a character, setting and problem to write about
 - Include 5-7 sentences and a clear beginning, middle and end
3. Word Study – Prefixes
 - Choose the Word (BLM 7)

Assignment #9:

1. Read Works Passage – “Can the Amazon be Saved?”
 - Read passage and complete comprehension questions
2. Writing Picture Prompt
 - Choose 1 Picture Prompt to write about
 - Include 5-7 sentences and a clear beginning, middle and end
3. Word Study – Prefixes
 - Highlight or Underline prefixes (uni-, bi-, tri-) in the passage “The Age of Dinosaurs”
 - Read “The Age of Dinosaurs”

Due to copyright restrictions, we are not able to post this resource.

Writing Choice Board

| | | | |
|--|---|---|---|
| Write about what you did over spring break. | Write about something you are looking forward to and why. | Write a family member a letter thanking them for all they do. | Write a letter to a friend letting them know you miss them and appreciate them. |
| Research an animal and write about its habitat, diet, etc.. | If you were the ruler of your own planet. What would your planet be like? | Write a script for a play or movie. | Would you rather be a unicorn or a mermaid? Write about why? |
| If you were a superhero, what would your superpower be? Write a story about your adventures. | What is one thing you wish you could change about your community? Why? How can you change it? | If you were in charge, what is one rule you would make or change and why? | Free Choice! |

Prefixes uni-, bi-, tri-

uni- means “one”

Our universe is made up of millions of stars.

bi- means “two”

My friend Juan, who is bilingual, helps me with my Spanish.

tri- means “three”

Gabrielle’s little cousin rides her tricycle around the park.

Spelling Patterns

Parent Directions: Have your child write the words from the word bank in the correct column of the chart. Then have your child choose a word from each column and use it in a sentence.

Word Bank

unity

universal

triad

triceratops

union

trilogy

trinity

unique

bisect

biplane

biceps

bilingual

| uni- | bi- | tri- |
|------|-----|------|
| | | |

1. _____
2. _____
3. _____

Frogs at Risk

South America's frog populations are on the decline. That spells trouble for the environment.

The mountains and thick forests of Ecuador, in South America, are home to 417 types of frogs and toads. Tiny red-eyed tree frogs hide inside flowers. Bumpy-skinned toads use their sticky tongues to catch mosquitoes and other prey. Colorful poison dart frogs rest on tree branches. These brightly colored frogs are packed with poison, which protects them from their enemies.

Now, many **species**, or types, of frogs and toads in Ecuador are at risk of dying out. According to a recent report by the group NatureServe, eight frogs have become **extinct**, or died out, in North and South America in the last 100 years. "It's the same magnitude event as the extinction of the dinosaurs," says scientist Luis Coloma.



Leigh Haeger

Ecuador is home to hundreds of types of frogs and toads. But now scientists are worrying about their health.

What Are Amphibians?

Salamanders, frogs, and toads are all **amphibians**. Amphibians are animals with backbones that spend part of their life in water and part on land. Frogs and toads lay jellylike eggs in water. The eggs hatch into tadpoles, which breathe through gills. As the tadpoles grow into frogs or toads, they develop lungs and live on land.

Like reptiles, such as lizards and snakes, amphibians are **cold-blooded**. That means their body temperature depends on the environment. Unlike reptiles, amphibians lack protective scales. Amphibians must live near water so that their skin stays moist.

Vanishing Species

Over the last 50 years, many amphibian species have become extinct. Two of every five of the 3,046 species that live in North and South America are at risk of vanishing.

Why are these creatures in trouble? Their **habitat** is being destroyed as loggers cut down trees to make room for farms and roads. A habitat is a place in nature where a plant or an animal makes its home. Disease, weather changes, and pollution are other causes of the decline in amphibian populations.

Scientists are concerned about the decrease in the number of frogs. The health of frogs is closely linked to the health of the environment. "Amphibian extinction is an indicator of [a problem with the environment],"

scientist Jonathan Campbell told *Weekly Reader*.

Because amphibians breathe through their skin, they easily absorb pollution. They are usually the first to disappear when the environment is under threat. As a result, some frogs are born with **deformed**, or wrongly shaped, body parts, such as extra legs and eyes. When frogs with strange body parts are found in an area, it is a clue that the environment is polluted or suffering.

What Can Be Done?

Scientists are fighting to save amphibians. Some scientists believe that South America's poison dart frogs have chemicals in their body that can be used to treat diseases, such as cancer. The scientists want governments to pass laws that will reduce pollution and to create parks that protect the amphibians' habitat.

"Almost half of the extinctions are happening for unknown reasons," scientist Robert Kaplan told *Weekly Reader*. "Scientists have a lot of work to do, and quickly."

Endangered Amphibians

Here are some of Ecuador's threatened frogs and toads.

- **Splendid leaf frogs** live in top layers of trees and come down to the ground only once a year, on a moonless night, to lay eggs.
- **Giant glass frogs** live in trees and have translucent, or almost see-through, skin. The creature's red heart is visible from the outside.
- **Harlequin toads** have colorful, smooth skin, often with spots or streaks of orange, red, yellow, blue, or green.

Think Critically

Why is it important for scientists to know whether an area is polluted?

Name: _____ Date: _____

1. According to the passage, there has been a decrease in the number of frogs in Ecuador. Which of the following is *not* a cause of the drop in Ecuador's frog populations?

- A. pollution
- B. drought
- C. habitat loss
- D. disease

2. How does the author organize the information in this passage?

- A. The author describes the cause and effects of a problem affecting frogs.
- B. The author compares and contrasts reptiles and amphibians.
- C. The author describes events in chronological order.
- D. The author provides solutions to a historic problem.

3. The reader can conclude that if Ecuador's frog environment were healthy, then

- A. reptile populations would become extinct
- B. frog populations would increase
- C. frog populations would decrease further
- D. reptile populations would also drop

4. Read the following sentence from the passage:

"The scientists want governments to pass laws that will **reduce** pollution and to create parks that protect the amphibians' habitat."

In this sentence, the word **reduce** means

- A. spread
- B. share
- C. increase
- D. lessen

5. What is the main idea of this passage?

- A. Many different types of frogs live in South America.
- B. Frogs are amphibians that breathe through their skin.
- C. Scientists are working to save amphibians.
- D. South America's frogs are dying out.

6. Look at the Endangered Amphibians box. From what did giant glass frogs get their name?

7. What can be concluded from the scientist Luis Coloma's statement that the extinction of frogs is "the same magnitude event as the extinction of the dinosaurs?"

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

The eggs hatch into tadpoles _____ frogs lay the jellylike eggs in water.

- A. instead
- B. however
- C. after
- D. before

Name: _____ Date: _____

1. Tadpoles breathe through gills because

- A. they are cold-blooded.
- B. they are the offspring of frogs and toads.
- C. they are hatched in water and have no lungs.
- D. they are amphibians.

2. Scientists are probably interested in saving poison dart frogs because these frogs

- A. might be good sources of medicines.
- B. have up to 5 colors on their skin.
- C. are clues that pollution is present.
- D. are going extinct for unknown reasons.

3. Amphibians are unlike reptiles in that amphibians

- A. lay eggs.
- B. have no protective scales.
- C. have backbones.
- D. are cold-blooded.

4. The danger of extinction is due to

- A. pollution or disease.
- B. weather changes.
- C. destruction of habitat.
- D. all of the above.

5. According to the passage, what are the names of some of the species facing extinction?

Due to copyright restrictions, we are not able to post this resource.

Choose the Word

Directions: Choose the word that best fits the meaning of the sentence.

1. A _____ is a type of dinosaur that lived long ago.
triplet triceratops bisect
2. Earth is just one planet in our _____.
universal universe unison
3. The _____ muscles are located in your upper arms.
unity triple biceps
4. _____ are worn by people who have two kinds of vision problems.
Tripod Bifocals Biped
5. A _____ has only one wheel.
unicycle bicycle tricycle
6. There are three books in that _____.
trilogy triangle triple
7. The factory workers formed a _____ so that they could all be represented equally.
unison union united

Can the Amazon Be Saved?

Paradise Lost?

The Amazon rain forest is disappearing at an alarming rate.



Photos.com

Toucans and other creatures hold on as their rain forest home disappears.

Bright-colored toucans and other exotic birds fly among the forest. Emerald tree boas curl up on branches to stalk prey. Endangered jaguars slink through the thick brush in search of food. These are just a few of the thousands of animals that call the Amazon rain forest home.

A tropical rain forest is warm and has heavy rainfall. The Amazon, in South America, is the largest rain forest in the world.

Yet the Amazon's future is grim. Farmers are rapidly destroying this lush landscape. Deforestation has been a huge problem in the Amazon since the 1960s. Deforestation occurs when farmers and loggers cut down trees to make room for farms, homes, and roads. Until recently, scientists thought the rain forest was losing about 5,800 square miles a year. However, using the latest satellite technology, researchers have discovered that the Amazon is shrinking at about twice that rate.

Cause for Concern

Why should we worry about a rain forest that is thousands of miles from where we live? Deforestation reduces the rain forest's biodiversity, or the variety of plants and animals in a particular area. The Amazon is one of the richest areas of the world in animal and plant diversity. It is home to the biggest flower in the world, a bird-eating spider, and a monkey about the size of a toothbrush.

Scientists estimate that they have identified only a small number of all species that live in the rain forest. As loggers and farmers destroy the forest, animals and plants may become extinct before they are discovered.



Leigh Haeger

Map of South America

Deforestation affects people too. Many of the foods, spices, and medicines we need come from the rain forest.

The Amazon is often called the "lungs of the world." Its trees clean the air by taking in carbon dioxide and releasing oxygen. Too much carbon dioxide in the air is harmful to humans. Carbon dioxide is a greenhouse gas. Greenhouse gases trap the sun's heat close to Earth. Without the trees in the rain forest, the Earth's climate would become much hotter.

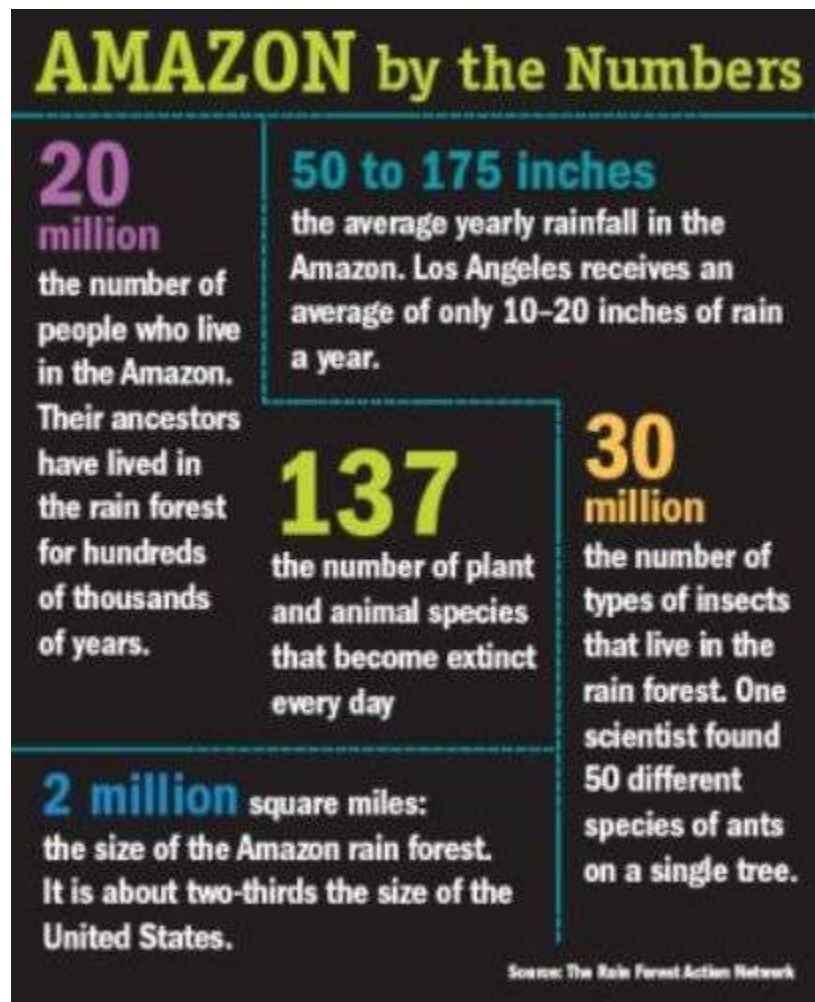
Fixing the Problem

Stopping the destruction of the rain forest is not an easy task. Brazil's government created two national parks in the Amazon rain forest. The government's efforts placed 3.7 million acres of rain forest off-limits for development. The protected area is more than twice the size

of Maryland.

Others think that this is not enough. "The single most important factor contributing to forest loss is population growth in Brazil," scientist Jim Bowyer of the University of Michigan told *Weekly Reader*. "People make the forest their home. All these people need land for farming and wood for heat and cooking. They are looking for a way to survive."

Scientists estimate that if deforestation continues at its current rate, the rain forest may survive only another 40 to 50 years. "We need to address the real causes of deforestation, like poverty and population growth," says Bowyer. "Solutions need to involve the very people who destroy the forest."



Name: _____ Date: _____

1. According to the passage, deforestation is being caused by

- A. animals
- B. rainfall
- C. climate
- D. people

2. According to the passage, the clearing of trees is to blame for endangering the rain forest. Which of the following solutions is presented as a way to help fix the problem?

- A. identifying all the species that live in the Amazon
- B. planting more trees and flowers in the rain forest
- C. persuading more people to move to the Amazon
- D. placing part of the Amazon under government protection

3. Which of the following conclusions is supported by the passage if rain forest deforestation continues?

- A. More trees will grow in the Amazon.
- B. Many plants and animals will become extinct.
- C. Fewer people will call the rain forest home.
- D. Earth's temperature will drop.

4. Read the first sentence from the passage: "Bright-colored toucans and other exotic birds fly among the forest."

In this sentence, the word **exotic** means

- A. familiar
- B. unusual
- C. feathered
- D. common

5. Which statement best supports the main idea of this passage?

- A. The Amazon is the largest rain forest in the world.
- B. Millions of plants and animals live in the Amazon.
- C. Deforestation is destroying the Amazon.
- D. Brazil's government created two national parks in the Amazon.

6. According to the Amazon by the Numbers box, the Amazon rain forest covers about 2 million square miles. Now look at the map. In what South American country is most of the rain forest located?

7. Why is the Amazon rain forest important to us even though it is so far away?

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Scientists thought that the rain forest was losing about 5,800 square miles a day; _____, they later learned that it is disappearing about twice as fast.

- A. first
- B. such as
- C. however
- D. like

Name: _____ Date: _____

1. Deforestation refers to

- A. cutting down trees.
- B. moving a forest from one continent to another.
- C. removing flowers from trees.
- D. planting trees in the forest.

2. Plants and animals in the rain forest are becoming extinct because

- A. tourists are vacationing in the rain forest.
- B. loggers and farmers are destroying the rain forest.
- C. the weather in the rain forest keeps changing.
- D. they are being killed by hunters.

3. Scientist Jim Bowyer says the real cause of deforestation is

- A. plants and animals.
- B. factories and mills.
- C. malls and gas stations.
- D. population growth and poverty.

4. Destroying trees in the rain forest will cause

- A. cleaner air.
- B. animals to have more homes.
- C. Earth's climate to get hotter.
- D. larger rivers.

5. Why did the author write this passage?

Name _____



Friends Forever

Have you ever known two animals that seemed to be friends? What do you think makes a good “friendship” for an animal? What makes a good friendship for human beings?



© AP Photo/Amy Sancelta

Mini Prompts **Language Arts:** Write a letter to a friend to thank him or her for being a good friend to you.



Name _____

A Famous Smile

The *Mona Lisa* is one of the world's most famous paintings. It was painted around the year 1503 by Leonardo da Vinci, an Italian artist who was also a great scientist and architect. Why do you think so many people through history have loved the *Mona Lisa*? Why do you think the woman in the painting is smiling? Make up a story about the mysterious woman.



© Musée du Louvre, Paris/Giraudon, Paris/SuperStock

Mini Prompts

Art: The *Mona Lisa* is an example of a portrait, a picture of a person that shows the person's face. If you were painting a portrait, whom would you paint? (It can be someone from history or someone you know today.) Why?

The Age of Dinosaurs

It may seem like dinosaurs roamed the Earth a trillion years ago but, actually, it wasn't all that long ago. Many scientists believe that our planet is about 4.6 billion years old. (They think our planet was formed as the universe expanded.) Dinosaurs only appeared about 230 million years ago. That's pretty recent on Earth's time line.

Most dinosaurs lived during three time periods: the Triassic Period, the Jurassic Period, and the Cretaceous Period. This triad of time periods forms what scientists call the Mesozoic Era.

Dinosaurs were unique in many ways. For one thing, some dinosaurs were bipedal. That means they stood and walked on two legs in order to get around. Few animals move this way. Dinosaurs also laid eggs in nests, just as birds do. In fact, many scientists believe that dinosaurs were the ancestors of birds.

There are many dinosaurs that people know by name: Triceratops, Tyrannosaurus Rex, and Velociraptor, to name a few. Because of the movie *Jurassic Park*, many people think these dinosaurs lived during the Jurassic Period. However, these and many other well-known dinosaurs actually lived during the Cretaceous Period.

As we know, dinosaurs are now extinct, though we are not sure why. Some believe that a giant meteor may have been part of the reason the dinosaurs died. When the meteor hit the Earth, it may have caused weather changes that spelled the end for the dinosaurs. There is still much to learn about these amazing animals that once walked the Earth.



Assignments #10-12



Assignment #10:

1. Reading Comprehension – Main Idea
 - Complete review worksheets on main idea
2. Writing Choice Board
 - Choose a prompt from the choice board
 - Include 5-7 sentences and a clear beginning, middle and end
3. Word Study – Prefixes
 - Read Anchor Chart explaining the prefixes pre-, fore- (BLM 1)
 - Spelling Pattern Sort (BLM 6)

Assignment #11:

1. Read Works Passage – “School of Skate”
 - Read passage and complete comprehension questions
2. Writing – Roll-A-Story
 - Choose a character, setting and problem to write about
 - Include 5-7 sentences and a clear beginning, middle and end
3. Word Study – Prefixes
 - Using Prefixes (BLM 7)

Assignment #12:

1. Read Works Passage – “Catch the Breeze”
 - Read passage and complete comprehension questions
2. Writing Picture Prompt
 - Choose 1 Picture Prompt to write about
 - Include 5-7 sentences and a clear beginning, middle and end
3. Word Study – Prefixes
 - Highlight or Underline prefixes (pre-, fore-) in the passage “Kids in the Kitchen”
 - Read “Kids in the Kitchen”

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Writing Choice Board

| | | | |
|--|---|---|---|
| Write about what you did over spring break. | Write about something you are looking forward to and why. | Write a family member a letter thanking them for all they do. | Write a letter to a friend letting them know you miss them and appreciate them. |
| Research an animal and write about its habitat, diet, etc.. | If you were the ruler of your own planet. What would your planet be like? | Write a script for a play or movie. | Would you rather be a unicorn or a mermaid? Write about why? |
| If you were a superhero, what would your superpower be? Write a story about your adventures. | What is one thing you wish you could change about your community? Why? How can you change it? | If you were in charge, what is one rule you would make or change and why? | Free Choice! |

Prefixes pre-, fore-

The prefix pre- means “before”

The fifth grade class was full of preteens.

I enjoyed watching the preview of the action movie that is coming out this summer.

The prefix fore- means “before” or “in front of”

The helmet left a mark on my forehead.

I sometimes wish I could foresee the future.

Name _____ Date _____

Spelling Patterns

Parent Directions: Have your child read each word in the word bank and then write it in the correct column of the chart.

Word Bank **precaution** **predate** **foremost** **forefather**
 precook **forethought** **preheat** **foresight**
 prepay **foreshadow** **preset**

| pre- | fore- |
|------|-------|
| | |

School of Skate

by Jeff Ives



sxc.com

Students in Colorado are riding a school skateboarding trend.

Skateboarding class has rolled into schools! For sixth grader Carlos Cervantes, learning to skateboard takes a lot of work, but it's worth it. "[On] the first day of class, I was scared, but I tried it," the 12-year-old told *WR News*. "After two days' practice, I felt more comfortable."

Carlos is learning to skateboard in an after-school program at West Middle School in Aurora, Colorado. Skateboards have been finding their way into the regular school day as well. Douglass Elementary in nearby Boulder was the first public school in the country to offer skateboarding in gym class.

Douglass's physical education (PE) teacher Richard Cendali starts his skateboarding class by teaching students how to put on their safety gear and how to fall without getting hurt. Then kids start rolling around the gym. "Sometimes they're so excited, they fall. They're screaming, 'I'm doing it! I'm doing it!'" says Cendali, laughing. "It's such a thrill to see those kids succeed, and to see their smiles."

The New PE

PE instructors around the country have started teaching classes such as skateboarding, in-line skating, yoga, and even rock climbing. Experts call these sports "the new PE." These individual sports are designed to help fight childhood obesity by getting kids involved in fun physical activities. Obesity is the condition of being dangerously overweight. Another goal of these nontraditional activities is to promote lifelong fitness habits.

From 1980 to 2012, the percentage of children aged 6-11 years old who were obese more than doubled. During the same time period, the percentage of young people aged 12-19 years old who were obese quadrupled. The time students spent in PE class, however, decreased. Many schools dropped gym classes to save money or to provide students with more classroom time. Only 8 percent of elementary schools offered gym class to students every day, according to the U.S. Centers for Disease Control and Prevention.

Because students had less PE time, teachers searched for ways to keep kids moving. "[Skateboarding] is a great activity that keeps kids engaged in physical movement and gives them new skills and interests," says West Middle School's after-school program coordinator, Lindsey Johnson.

Skateboarding's Lessons

Some people say skateboarding not only offers health and fitness benefits but also teaches life lessons that could help kids with their schoolwork. Students who are learning to skateboard often spend hours practicing a new trick before they get it right. "Skateboarding teaches kids to believe that if they stick with something, they will ultimately succeed," says education expert Richard Sagor of Lewis & Clark College in Portland, Oregon.

Carlos's skateboarding teacher at West Middle School, Eric Klassen, agrees. "A baby will attempt to walk 600 to 900 times before [he or she] is successful," Klassen says. "We tell students that they shouldn't say 'I can't do it' unless they've tried 600 to 900 times."

Klassen's students have taken his advice to heart. "It took me 600 times to learn one new trick," said student Martin Carrera.

Individual Sports On the Rise

In the 2000s, team sports dropped in popularity, while individual sports, such as skateboarding, were on the rise. This trend might have affected the kinds of activities PE teachers offer in gym class. Learning individual sports gives all students an opportunity to exercise, whether they make it onto a school team or not.

Going Up

In 2005 compared to 1995, there were:
were:

7.5 million more skateboarders

3.2 million more snowboarders

2.5 million more mountain bikers

Source: National Sporting Goods Association

Going Down

In 2005 compared to 1995, there

4.8 million fewer volleyball players

1.1 million fewer baseball players

200,000 fewer basketball players

Name: _____ Date: _____

1. One detail from the passage is that in some areas
 - A. skateboarding is now being offered after school.
 - B. skateboarding is now being offered in school.
 - C. skateboarding is being taught in gym class.
 - D. all of the above.

2. The main idea of this passage is that
 - A. PE has been changing.
 - B. safety skills are taught in skateboarding class.
 - C. many schools have dropped their gym program.
 - D. many young people are overweight.

3. A detail from the passage is that skateboarding
 - A. engages kids in physical movement.
 - B. encourages obesity.
 - C. is not good exercise.
 - D. teaches kids to give up.

4. By the mid-2000s, which sports became more popular?
 - A. volleyball, baseball, snowboarding
 - B. skateboarding, snowboarding, mountain biking
 - C. baseball, basketball, volleyball
 - D. skateboarding, basketball, snowboarding

5. What does the author mean by the sentence, "Skateboarding class has rolled into schools"?

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Name _____ Date _____

Using Prefixes

Directions: Circle the prefix in each word and then write its definition in your own words.

1. preschool

2. forecast

3. preteen

4. preheat

Directions: Look at each base word. Then, write the prefix, either **pre-** or **fore-**, that belongs with each one.

5. _____ground

6. _____historic

7. _____caution

8. _____season

Catch the Breeze

Wind can help fly a kite, power a sailboat or spread seeds. Around the world, wind has also become an increasingly popular and inexpensive source of energy that is converted into electricity.



Gareth Stevens

A row of windmills.

At the National Wind Technology Center in Colorado, scientists are working to advance wind-power technology. Wind is often considered an environmentally friendly source of power. Wind doesn't pollute the environment and is a renewable source of energy that can't be used up like fossil fuels, such as coal, oil, and natural gas.

Harnessing power from wind is nothing new. Some of the first windmills were used in Europe more than 5,000 years ago. Today, modern windmills, called turbines, resemble airplane propellers and are grouped together in wind farms.

Despite the benefits, wind power is far from perfect. Opponents of wind farms say the biggest problem is unreliability-when the wind doesn't blow, there is no power. They also argue that wind turbines can be an eyesore and threaten birds and other wildlife that fly into the blades.

As of 2011, 38 states have wind farms. Those turbines provide enough power for more than a million homes.

Name: _____ Date: _____

1. The main idea of this passage is

- A. people have been using wind power for many years.
- B. wind power is environmentally friendly.
- C. wind power is an excellent resource.
- D. wind power is being used as a source of energy.

2. Which of the following does *not* support the main idea?

- A. Wind helps to fly kites and spread seeds.
- B. Wind power is a renewable resource.
- C. Scientists are trying to advance wind power technology.
- D. Right now, in the United States, wind power gives electricity to a million homes.

3. The author seems to

- A. give both sides of the argument.
- B. support the use of wind power.
- C. be trying to confuse the reader about wind power.
- D. be against the use of wind power.

4. Which of the following would *not* be a good title for this passage?

- A. Using Wind Power
- B. Harnessing the Wind
- C. A Big Risk To Birds
- D. Power Up

5. The author writes that "wind power is far from perfect." Is this a fact or opinion? Explain.

This painting is *Good Neighbors* by Jane Wooster Scott. It was created in 1991. Why do you think the artist chose this title for her painting? Can you find some examples of “good neighbors” in the art? What is your neighborhood like? What do you consider a “good neighbor”? Explain.



Mini Prompts



Name _____

A Space of My Own

This painting is *Van Gogh's Bedroom at Arles* by Vincent van Gogh. It was painted in 1889. The picture shows the artist's bedroom in his house out in the country. That house and that bedroom were among van Gogh's favorite places, and he painted a lot while he was there. Do you have a place that is all yours? If you were going to paint any room in your home, which one would you choose? Close your eyes and imagine the room. Then describe the room.



© Musée d'Orsay, Paris/Giraudon, Paris/SuperStock

Collaborative Writing: Rooms can tell a lot about the people who use them. This room tells us that van Gogh kept his room neat and liked to have paintings all around him. If a stranger saw a picture of your classroom, what would he or she learn about your class?

Mini Prompts

Kids in the Kitchen

Many adults think that when kids cook, it will be a disaster. Not true! Some adults foresee messy pots and pans, spilled foods, and dishes that are either too burned to eat or not cooked enough. But while teaching kids to cook may not be easy, it can be done. Whether kids are preschoolers or preteens, it's never too early or too late for kids to learn a few handy tricks in the kitchen.

Here are a few tips for cooking with kids of all ages:

Toddlers and preschoolers: Pick recipes that have only a few easy steps. Prepackaged mixes like pudding, instant oatmeal, and cookies are simple to make. Young children can also help make toasted waffles, smoothies, and even pizza. Show kids how to preheat the oven, and then have them put their favorite toppings on a prepared crust. (You will want to bake the pizza yourself, however.)

School-age children: Teach kids kitchen basics like prewashing fruits and vegetables before cooking. Kids can tackle more difficult dishes with adult help. They can also help plan the family's menu for the week. Good dishes to try include pasta salad, simple soups from scratch, macaroni and cheese, and sandwiches.

Teens: Teens should be able to cook anything an adult can cook, so long as they follow safety precautions. Encourage teens to whip up some pancakes from scratch, a pot of chili, or tacos with plenty of chopped fresh vegetables.

Be forewarned—teaching kids to cook does take a bit of work. First and foremost, the kitchen must be safe for kids. Knives and other sharp objects must be safely stored. Kids must also be taught how to avoid burns and prevent fires.



Assignments #13-15



Assignment #13:

1. Reading Comprehension – Inference
 - Complete review worksheets on making inferences
2. Writing Choice Board
 - Choose a prompt from the choice board
 - Include 5-7 sentences and a clear beginning, middle and end
3. Word Study – Suffixes
 - Read Anchor Chart explaining the suffixes -ful, -less, -ly, -ness (BLM 1)
 - Spelling Pattern Sort (BLM 6)

Assignment #14:

1. Read Works Passage – “Robo-Helpers”
 - Read passage and complete comprehension questions
2. Writing – Roll-A-Story
 - Choose a character, setting and problem to write about
 - Include 5-7 sentences and a clear beginning, middle and end
3. Word Study – Suffixes
 - What’s the Suffix? (BLM 7)

Assignment #15:

1. Read Works Passage – “All Split Up?”
 - Read passage and complete comprehension questions
2. Writing Picture Prompt
 - Choose 1 Picture Prompt to write about
 - Include 5-7 sentences and a clear beginning, middle and end
3. Word Study – Suffixes
 - Highlight or Underline suffixes (-ful, -less, ly, -ness) in the passage “From Riches to Rags”
 - Read “From Riches to Rags”

Due to copyright restrictions, we are not able to post this resource.

Writing Choice Board

| | | | |
|--|---|---|---|
| Write about what you did over spring break. | Write about something you are looking forward to and why. | Write a family member a letter thanking them for all they do. | Write a letter to a friend letting them know you miss them and appreciate them. |
| Research an animal and write about its habitat, diet, etc.. | If you were the ruler of your own planet. What would your planet be like? | Write a script for a play or movie. | Would you rather be a unicorn or a mermaid? Write about why? |
| If you were a superhero, what would your superpower be? Write a story about your adventures. | What is one thing you wish you could change about your community? Why? How can you change it? | If you were in charge, what is one rule you would make or change and why? | Free Choice! |

Suffixes -ful, -less, -ly, -ness

| Suffix | Meaning | Part of Speech When Suffix Added | Example |
|--------|------------------------------|-------------------------------------|---|
| -ful | full of, having | adjective | The ballerina was very graceful as she danced across the stage. |
| -less | without | adjective | The coins that the children found buried in the ground were worthless. |
| -ly | how something is done | adverb | The turtle slowly crossed the road. |
| -ness | full of, having | noun | When the power went out, the room was filled with darkness. |

Name _____ Date _____

Spelling Patterns

Parent Directions: Have your child sort the words into the correct column of the chart according to their suffixes. Then ask your child to choose a word from each column and write a sentence for each word.

Word Bank

kindly

plentiful

helpful

awareness

worthless

thoughtless

weakness

clearly

fearful

restless

| -ful | -less | -ly | -ness |
|------|-------|-----|-------|
| | | | |

1. _____

2. _____

3. _____

4. _____

Take-Home Activity (BLM 6)

Robo-Helpers



AFP

These previous versions of walking robots needed a motor to power every movement in their legs, knees, and ankles.

Move over, C-3PO and R2-D2. In 2005, there was another droid in town. A team of scientists developed a robot that learned to walk like a young child. The robot, called Toddler, improved its step and balance with each stride.

Toddler, along with two other robots, was unveiled in February 2005 at the meeting of the American Association for the Advancement of Science. All three robots had a humanlike gait, or way of walking. Toddler, the most advanced robot of the group, could learn to walk in about 20 minutes, or 600 steps.

Circuit City

While these weren't the first robots to strut their stuff, scientists say they were different from previous versions of walking robots. Previous versions of walking robots needed a motor to power every movement in their legs, knees, and ankles.

They required large amounts of energy to move-about 10 times as much as the three 2005 robot models. Each of the 2005 robots could catch itself if it fell as it moved forward. This was

essentially the same way a person learns to walk. The walking robots also swung their arms forward at every step to help with balance, just like a person does.

Not Just a Toy

Why have scientists been developing robots with the ability to walk like humans? Scientists say that walking robots are more than high-tech toys. They hope that walking robots may one day be able to perform tasks that are difficult or hazardous for humans, including dangerous space missions.

Scientists also believe that this type of technology will lead to medical breakthroughs in the future. The latest technology may be used to help create new types of robotic limbs for people who have lost their arms or legs. "This is the foundation for what we may see in [robotics] in the future," said scientist Michael Foster, who oversaw the development of the walking robots.

Name: _____ Date: _____

1. One reason why it might be important that robots use less energy is that
 - A. it makes less noise.
 - B. it is less likely to break.
 - C. it is easier for anyone to make a robot.
 - D. it is less expensive and easier to maintain.

2. The author seems to
 - A. think that building robots is a waste of time and resources.
 - B. want to buy a walking robot.
 - C. have helped in building these walking robots.
 - D. be hopeful that the walking robots will end up helping people.

3. Which of the following is *not* a likely situation when a robot might be used?
 - A. to collect rocks and dust from the planet Mars.
 - B. to collect historical objects from an area with polluted air.
 - C. to be lowered into an active volcano to retrieve samples of earth.
 - D. to compete against talented athletes in the Olympics.

4. Which of the following is an opinion?
 - A. The robot uses less energy than robots in the past.
 - B. Robots may be able to save lives.
 - C. The robot catches itself when it falls.
 - D. Robots are fun to play with.

5. Is it important for the government to give money to programs that build robots?
Explain.

Due to copyright restrictions, we are not able to post this resource.

Name _____ Date _____

What's the Suffix?

Directions: Underline the suffix in each word and then name its part of speech.

1. hopeless _____
2. thoughtful _____
3. freshness _____
4. nicely _____
5. quickly _____

Directions: Read the base word. Then, add the suffix (**-ful**, **-less**, **-ly**, **-ness**) that makes the most sense with the base word. You can add more than one suffix to some words.

6. good _____
7. penny _____
8. home _____
9. worth _____
10. aware _____
11. slow _____
12. grade _____

All Split Up?



Are all-girls and all-boys classes a good idea?

Should classes be girls only and boys only? Public schools now have more freedom to teach boys and girls separately. Back in 2006, the U.S. Department of Education announced that it was changing the regulations, or rules, of Title IX. That law prohibits public schools from treating boys and girls differently.

After the Title IX rules were put in place in 1975, single-gender classes were allowed only in specific cases, such as gym class. Under the new rules, school officials can separate boys and girls if they think it helps the students learn better. The decision has stirred up debate about equality in the classroom.

All-girls and all-boys classes in public schools have become more common. Since 1995, the number has jumped from three to more than 240. Of those, 51 are in completely single-gender schools. Supporters say single-gender schools help kids improve their performance in school. "Research shows that some students may learn better in single-[gender] environments," said former Secretary of Education Margaret Spellings.

Boys and girls may feel more comfortable raising their hands if they know they won't be embarrassed in front of the opposite gender. "[Single-gender schools] can offer a learning environment with less peer pressure," Arne Duncan, former Secretary of Education and former head of the Chicago, Illinois, public schools, and, told *WR News*. Chicago has had success with single-gender schools. Critics argue that the new rules violate, or go against, the U.S. Constitution. Dividing boys and girls in classes can result in an unfair and unequal environment.

The National Organization for Women (NOW) opposes the rules, saying they harm advances that women have made, thanks in part to Title IX. "[Separate classes don't] prepare boys and girls for the real world, where they will have to interact with and work alongside each other," says Kim Gandy, NOW president. NOW and other groups want to improve coed schools rather than separate boys and girls.

Name: _____ Date: _____

1. What types of advances have women made thanks in part to Title IX?

- A. Women are allowed to play the same sports as boys.
- B. Women are allowed to work in the same careers as men.
- C. Women have the same legal rights as men.
- D. All of the above.

2. Supporters of single-gender classrooms think that

- A. Title IX should be illegal.
- B. students feel more secure learning with the same sex.
- C. boys are smarter than girls.
- D. only girls should be given jobs.

3. The author of this passage

- A. supports single-gender classrooms.
- B. does not state a clear opinion.
- C. does not support any public school.
- D. opposes single-gender classrooms.

4. It is a fact that

- A. students in single-gender classrooms receive unequal education.
- B. students in single-gender classrooms have less peer pressure.
- C. single-gender classrooms do not prepare students for the real world.
- D. a law was passed in 1975 restricting single-gender classrooms

5. Based on the information in the article, which argument (for or against single-gender classrooms) do you think is stronger? Give examples to support your answer.


A sculpture is a work of art carved or shaped from clay, stone, or other material. This famous sculpture is *The Thinker* by Auguste Rodin. It was created in 1888. How do you think the sculpture got its name? Do you think it is a good name for this piece of art? Explain. What other names might you give this sculpture?



Mini Prompts

51

An American artist named Peter Sickles painted this piece in 1995 and called it *People Flying*. What do you think of the painting? Do you ever wish you could fly? If you could fly, where would you go? How would your life be different?



Language Arts: Choose one of the people in this painting and pretend you are he or she. Write a story about your flying experience. How did you get the power to fly? Where are you?

From Riches to Rags

Why is it that you hear about people who win millions of dollars in the lottery and then end up penniless? The painful truth is that many people get in over their heads when they win the lottery. Sometimes they end up paying for it for the rest of their lives.

How have lottery winners lost their money? Some simply spent too freely and quickly, spending money as if it were endless. Many gave huge sums to family and friends, either as gifts or loans. Some bought houses and cars, took big vacations, and spent their money in wasteful ways. Others lost their winnings through carelessness. One lottery winner won \$114 million but spent it all quickly. He claims that the lottery ruined his life.

Many thoughtful winners, though, have tried to do good with their money. However, overly large donations to charities, schools, and churches left some lottery winners with very little money. Other winners started businesses that were unsuccessful and lost lots of money in the business.

However, not all lottery winners have lost their millions. Some, such as Luke Pittard of Wales, returned to their jobs! He missed his coworkers. Said Pittard about his workmates, "They all think I'm a bit mad, but I tell them there's more to life than money." With that kind of attitude, it's no wonder that at least one former lottery winner is still just that—a winner.



Assignments #16-18



Assignment #16:

1. Reading Comprehension – Fact and Opinion
 - Complete review worksheets on fact and opinion
2. Writing Choice Board
 - Choose a prompt from the choice board
 - Include 5-7 sentences and a clear beginning, middle and end
3. Word Study – Adding Suffix –y to a Base Word
 - Read Anchor Chart explaining how to add suffix –y to a base word (BLM 1)
 - Spelling Pattern Sort (BLM 6)

Assignment #17:

1. Read Works Passage – “From Pet to Threat”
 - Read passage and complete comprehension questions
2. Writing – Roll-A-Story
 - Choose a character, setting and problem to write about
 - Include 5-7 sentences and a clear beginning, middle and end
3. Word Study – Suffix -y
 - Choose the Word (BLM 7)

Assignment #18:

1. Read Works Passage – “Fashion Do or Don’t?”
 - Read passage and complete comprehension questions
2. Writing Picture Prompt
 - Choose 1 Picture Prompt to write about
 - Include 5-7 sentences and a clear beginning, middle and end
3. Word Study – Adding Suffix –y to a Base Word
 - Highlight or Underline words with suffix –y in the passage “Greetings from Alaska”
 - Read “Greetings from Alaska”

Due to copyright restrictions, we are not able to post this resource.

Writing Choice Board

| | | | |
|--|---|---|---|
| Write about what you did over spring break. | Write about something you are looking forward to and why. | Write a family member a letter thanking them for all they do. | Write a letter to a friend letting them know you miss them and appreciate them. |
| Research an animal and write about its habitat, diet, etc.. | If you were the ruler of your own planet. What would your planet be like? | Write a script for a play or movie. | Would you rather be a unicorn or a mermaid? Write about why? |
| If you were a superhero, what would your superpower be? Write a story about your adventures. | What is one thing you wish you could change about your community? Why? How can you change it? | If you were in charge, what is one rule you would make or change and why? | Free Choice! |

Suffix -y with No Change, e-Drop, and Doubling

Base words can change in three ways when suffix -y is added:

Most base words

No change

mist + y = misty

rain + y = rainy

The misty **day** **turned into**
a rainy **day** **very quickly.**

Base words with silent e

Drop final e

ease – e + y = easy

breeze – e + y = breezy

It is easy **to fly** **a** kite **on**
a breezy **day.**

One-syllable base words with a short vowel

Double final consonant

fog + g + y = foggy

sun + n + y = sunny

The foggy **morning** **turned**
into **a** sunny **afternoon.**

Name _____ Date _____

Spelling Patterns

Parent Directions: Have your child read each word in the word bank and then write the words in the correct column of the chart.

Word Bank

dirty

cloudy

icy

jumpy

uneasy

runny

yappy

choppy

shiny

greasy

perky

toasty

| No Change | e-Drop | Double Consonant |
|-----------|--------|------------------|
| | | |

Take-Home Activity (BLM 6)

Word Study & Vocabulary 2: Unit 29: Suffix **-y** with no change, **e**-drop, and doubling

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From Pet to Threat

Imported pets become major menaces in the United States.

Back in 2005, a wacky photo made headlines. It looked like a joke, but it was the real deal: A 13-foot Burmese python had burst open after trying to swallow a 6-foot alligator in Everglades National Park in Florida.

Thirty years ago, people never would have seen such a clash of predators (animals that capture and eat other animals). Burmese pythons are native to Asia. But over the last few decades, many pet snakes have escaped or been set free in Florida by owners who were tired of caring for them.

Todd Hardwick rounds up troublesome animals-both native and exotic. He runs Pesky Critters Wildlife Control, a business in southern Florida. At least once a week, Hardwick gets a call to catch a strange animal. Many of those animals started out as somebody's pets.

"When they're no longer the 'in thing,' people let them go, or they escape," Hardwick says. "For me, it seems like Miami is a large open-air zoo."

Hardwick has wrangled iguanas, lizards, hedgehogs, potbellied pigs, and plenty of pythons. Many imported animals thrive in Florida's tropical weather.

But the introduction of exotic animals into the wild isn't happening only in the South. A species of wild parrot native to Argentina now lives in New York City. Foreign fish have been dumped from aquariums into rivers and lakes across the United States.

Exotic creatures, such as pet tigers, can be dangerous to people. Many foreign animals damage the environment. Pythons, for example, dine on the local wildlife.

Keeping exotic pets isn't bad for just native animals; it's bad for the exotic animals too. Many of these pets are brought illegally from their home countries, to where they may be threatened in the wild.

Pet owners may not realize it, but wild pets are often illegal. About two dozen states ban some kinds of foreign pets. Python imports were banned in 2012. "Obviously," says Hardwick, "they don't belong here."

Sick Pets, Sick People

Exotic pets can bring exotic diseases into your living room.



Photos.com

Prairie Dogs are cute, but they can carry monkeypox.

In 2003, a creepy-sounding disease popped up in six Midwestern states: monkeypox. The disease usually infects monkeys. But it can also spread to people, causing fever, headache, muscle pain, and blisters on the skin.

Monkeypox is normally found in Africa, halfway around the globe. How did it get to the United States? Pets.

Diseases that jump from animals to humans are called zoonoses (zo-AHN-uh-seez). About 70 people in the Midwest became infected with monkeypox after handling pet prairie dogs. Before those people bought their pets, the prairie dogs had been stored

with a rat from Africa. The prairie dogs probably caught monkeypox from the rat.

The people who caught monkeypox recovered after being treated by doctors. But other zoonoses can be more serious. In some parts of the world, people who have had contact with birds have contracted **bird flu**, a deadly virus. So far, the disease hasn't shown up in the United States. But government officials are still preparing to protect us from new zoonoses.

Name: _____ Date: _____

1. According to the passage, where do Burmese pythons originally come from?

- A. New York City
- B. Argentina
- C. Florida
- D. Asia

2. Based on the passage, which animal was likely the cause of prairie dogs contracting monkeypox?

- A. a rat
- B. a bird
- C. a monkey
- D. a python

3. After reading this passage, you can conclude that exotic pets

- A. are a problem throughout the United States
- B. are a threat only to alligators
- C. will no longer be brought to the United States
- D. cause harm mainly in southern Florida

4. Read the following sentence from the passage: "Many imported animals thrive in Florida's tropical weather."

In this sentence, the word **thrive** means

- A. do well
- B. get cold
- C. sweat
- D. do poorly

5. Which statement best supports the main idea of this passage?

- A. Foreign pets cause trouble when released into the wild.
- B. Monkeypox spread to six Midwestern states in 2003.
- C. Burmese pythons have been banned as pets in the United States.
- D. Scientists are concerned about the growing cases of bird flu.

6. What are zoonoses? Give two examples.

7. Todd Hardwick runs Pesky Critters Wildlife Control, a business in south Florida that catches troublesome animals. In the passage, he says, "For me, it seems like Miami is a large open-air zoo." Why do you think he compares Miami to a zoo?

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Releasing exotic pets into the wild, _____ pythons and tigers, can cause a lot of harm.

- A. because
- B. such as
- C. otherwise
- D. at last

Name: _____ Date: _____

1. It is a fact that Burmese pythons

- A. are from Florida.
- B. are originally from Asia.
- C. eat alligators as part of their normal diet.
- D. are hard to take care of.

2. In Hardwick's opinion,

- A. pythons are native to Florida.
- B. pythons are not native to Florida.
- C. his company catches at least one animal a week
- D. Miami is an open-air zoo.

3. Zoonosis is

- A. the transfer of disease from the zoo to the nose.
- B. a disease which is transferred from an animal to a person.
- C. a fever you catch at the zoo.
- D. a condition that affects the nose, ears, and throat of humans.

4. Some animals that this passage does not recommend as pets are

- A. horses, iguanas and hedgehogs.
- B. lizards, potbellied pigs and goats.
- C. spiders, guinea pigs and monkeys.
- D. pythons, prairie dogs and tigers.

5. Is this a fact or opinion: "you should not have exotic animals as pets"? Support your answer.

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Name _____ Date _____

Choose the Word

Directions: Choose the word from each pair that has no spelling change when the suffix **-y** is added.

1. cloudy noisy
2. shiny dirty
3. gloomy yappy

Directions: Add the suffix **-y** to each base word and write a sentence using that word.

4. fog

5. dust

6. edge

7. flop

8. perk

Classroom Activity (BLM 7)

Fashion Do or Don't?

Should public schools require students to wear uniforms?

"What should I wear today?" That's a question you might ask yourself in the morning. For some kids, the answer is the same every day—a school uniform. Officials in Elmira, New York, are currently debating whether students should wear uniforms in the next school year. Uniforms would contribute to "building pride within our school and community," Elmira Superintendent Raymond Bryant told *WR News*.



Mario Tama/Getty Images

New York City student Angelica Arseno tries on a school uniform in August 2001.

Mario Tama/Getty Images - ***New York City student Angelica Arseno tries on a school uniform in August 2001.***

Elmira is one of many school districts across the country considering a uniform policy. More than 10 years ago, 3 percent of all public schools **mandated**, or required, that students wear uniforms. That number is closer to 10 percent. Some school officials support the policy, hoping that uniforms will encourage students to focus on their work. Opponents, however, say students should be allowed to express themselves through their clothing.

Yes!

Uniforms make schools better places in which to learn, supporters say. They argue that dress codes often improve discipline and lessen bullying and teasing. "I think [uniforms help] students focus on their academics and not the latest fashion," principal Megan Mannion told *WR News*. Her school, Rankin Elementary School in Akron, Ohio, has had a uniform policy since 1995.

"The best thing I like about our uniform is the style, especially the shirts and sweaters," says Rankin fourth grader Clifton Harris. It's not just the look that makes the grade. Others argue that the new uniforms cut costs. "You save money to buy casual clothes for home," adds Rankin student Asmar Epps.

No!

A uniform requirement **violates**, or disregards, the right to freedom of expression, say some people. That right is protected by the First Amendment to the U.S. Constitution. "I think students should choose their own clothing styles, rather than be told to wear a specific uniform," fifth grader Kaylie Vilayvong from Aurora, Missouri, told *WR News*. Her classmate Wade Fleetwood agrees. "Kids should be allowed to wear different styles of clothes."

Some parents are worried about the expense. Elmira would offer uniforms at a price between \$16 and \$26. "What's the school district going to do for people who can't afford them?" asked one Elmira father at a recent public meeting.

Name: _____ Date: _____

1. According to this passage, in which public school district are officials deciding whether students should wear uniforms?

- A. Aurora, Missouri
- B. San Diego, California
- C. Elmira, New York
- D. Akron, Ohio

2. Read the following sentences from the passage: "Some school officials support the policy, hoping that uniforms will encourage students to focus on their work. Opponents, however, say students should be allowed to express themselves through their clothing."

Which of the following describes the relationship between these two sentences?

- A. The sentences outline a sequence of events.
- B. The sentences present both sides of an argument.
- C. The sentences provide a list of things.
- D. The sentences offer a problem and a solution.

3. After reading this passage, what can you conclude about the uniform debate in public schools?

- A. Most people are against school uniforms.
- B. Most people are in favor of school uniforms.
- C. People feel strongly for and against school uniforms.
- D. Most people don't have an opinion on the issue.

4. Read the following sentence from the passage: "Her school, Rankin Elementary School in Akron, Ohio, has had a uniform policy since 1995."

In this sentence, the word **policy** means

- A. supplies
- B. clothing
- C. meeting
- D. rule

5. The author's primary purpose in writing this passage is to

- A. teach readers about the First Amendment of the U.S. Constitution
- B. describe some public schools that require school uniforms
- C. persuade public school officials to require students to wear uniforms
- D. debate the pros and cons of uniforms in public schools

6. According to the passage, what are arguments for and against the cost of public school uniforms?

7. Based on the passage, do you think it is likely that more or fewer public schools will require school uniforms in the future? Cite evidence from the passage to support your answer.

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

_____ some students support school uniforms, others are not in favor of them.

- A. Before
- B. Because
- C. So
- D. Although

Name: _____ Date: _____

1. The author seems to

- A. see both sides of the issue, but agrees that students should wear uniforms.
- B. tell both sides of the issue.
- C. think that kids should not have to wear uniforms.
- D. think that kids should wear uniforms.

2. Which of the following is an opinion?

- A. Uniforms are too expensive.
- B. Some teachers think that uniforms will help kids focus on their work.
- C. Some kids do not want to wear uniforms.
- D. Some kids wear uniforms every day.

3. Which of the following is *not* an opinion?

- A. In 2004, 14 percent of public schools required students to wear uniforms.
- B. Uniforms are less expensive than regular clothing.
- C. A uniform violates the right to freedom of expression.
- D. Uniforms make schools better places to learn.

4. The author says that people that support school uniforms think that the uniforms will "encourage students to focus on their work." In this sentence, *their* refers to

- A. the opponents.
- B. the uniforms.
- C. the work.
- D. the students.

5. School uniforms have a "look that makes the grade". Is this a fact or opinion?
Explain.



Name _____

A Starry Night

You may have seen this famous painting before. It is *The Starry Night Over the Rhone* by Dutch artist Vincent van Gogh. Van Gogh created this painting in 1888. Like many other artists, van Gogh often painted what he saw in nature: stars over a river, bright sunflowers, whatever caught his attention. Why do you think so many artists paint things in nature? What part of nature would you like to paint? Why?




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Mini Prompts

Science: Create a greeting card that celebrates nature. Use scrap paper for your card (you may have to glue two sheets together to get two clean sides). On one side, color or paint a scene in nature. On the other side, write a message to a friend. Tell why it is important to help the Earth.



What does this picture mean to you? Why did you choose to draw it?

[illegible]

Name _____

Date _____

Greetings from Alaska

To: radmaddie

Subject: Juneau

Dear Maddie,

I am getting used to life here in Alaska. I can't lie, it's been a bumpy ride. I sure do miss the sunny skies of Las Vegas. It seems like it is always cloudy here in Juneau, day and night, night and day.

Well, I guess a place can't be perfect. There are some nice things about Juneau, too. For one thing, it isn't as dusty as Las Vegas. I guess that makes sense, since Las Vegas is surrounded by desert. (Or maybe it's just that all the rain here keeps the dust down, LOL.) We're all happy we don't have to dust as often, anyway. ;-)

I also love to see the mountains around the city. They're so beautiful! We've already been skiing three times, though Jake can't go because of his injury. (Did I tell you he broke his arm playing soccer? Oops!!!)

Juneau is also really friendly. Dad says there are about 30,000 people living here, which sure is a lot less than the millions of people in Las Vegas! You can really tell the difference, too. Juneau is a lot like a small town, I think. People here aren't grouchy. Whenever you walk down the street, people smile and say hello, or even stop to chat. Everyone seems easy to talk to. The kids at school have been great, too, maybe because they don't see that many new faces here.

Anyway, even though I like it here, I still miss home—and you, of course. I can't wait until you come visit next month. Just be sure to bring some warm clothes in case it's snowy!

Hugs,
Janelle

Reading Passage (BLM 9)



Answer Keys

Reading Comprehension

Grade 4



1. The Bionic Dolphin will be useful for

- A. rescuing people at sea.**
- B. doing special tricks at sea for tourists.
- C. helping ships find their way.
- D. getting objects off of the bottom on the ocean floor.

2. The Robonaut

- A. can operate on its own.
- B. can be controlled from space.
- C. can be controlled from Earth.
- D. all of the above.**

3. The main idea of this passage is

- A. There are many new, interesting inventions.**
- B. There is a new type of computer game that is more physical.
- C. NASA made a robot that can work in space.
- D. Actroid looks a lot like real people.

4. Inventors probably made a computer game that is more physical because

- A. it was less expensive than typical computer games.
- B. it is important that people exercise.**
- C. it was easier to create a climbing game than a typical computer
- D. all of the above.

5. How will the Actroid be used?

Answers will vary, but students may predict that the Actroid will be used for entertainment, for stunt doubles in movies, or to do things that are not always safe for people to do.

1. This passage will describe the good relationship that the filmmaker had with the elephants. What detail in the first paragraph supports that prediction?

- A. The filmmaker worked with elephants.
- B. The filmmaker worked in eastern Africa.
- C. The filmmaker thought of the elephants as family.**
- D. The filmmaker spent 15 years on his film.

2. The author will talk about the increase in the number of elephants. What detail the previous paragraph supports that prediction?

- A. The reserve is near Tanzania.
- B. Humans use elephant ivory for jewelry.
- C. The Kenyan government protects the elephants.**
- D. All of the above.

3. Which of the following is *not* a fact?

- A. Elephants make low rumbling sounds that people cannot hear.
- B. African elephants live in herds.
- C. There are strict anti-poaching laws in Kenya.
- D. Humans should be allowed to use elephant's tusks to make jewelry.**

4. Elephant herds are lead by

- A. the oldest female.**
- B. the oldest male.
- C. the strongest male.
- D. the youngest female.

5. Will elephants always be an endangered species? Explain.

Answers will vary. Students should predict what will happen to elephants and explain their prediction.

1. How do Ryan and Jimmy know each other?

- A. They lived together as friends once.
- B. They were pen pals.**
- C. They raised money together.
- D. They are brothers.

2. Which best describes how the author organizes the information in this passage?

- A. The author compares and contrasts the lives of Akana Jimmy and Ryan Hreljac with facts and opinions.
- B. The author describes the concept of water scarcity with factual evidence.
- C. The author describes the problem of clean water scarcity and the steps one boy took to alleviate the problem.**
- D. The author provides evidence to persuade the reader about the importance of kids working to alleviate worldwide issues.

3. Read the sentences.

"Only a limited amount of water is drinkable. Salty seawater makes up about 97 percent of the world's water. Another 2 percent is frozen at the North and South Poles."

What can be concluded from these sentences?

- A. Salt water is the largest source of drinkable water.
- B. Salt water can freeze.
- C. Water frozen in the North and South Poles is not salt water.
- D. Salt water is not drinkable.**

4. Read the sentence.

"The two teenagers hope their book will raise awareness about unsafe drinking water and **prompt** people to take action to help."

What is the meaning of **prompt** as used in this sentence?

- A. prompt (*verb*): to encourage**
- B. prompt (*adjective*): quick
- C. prompt (*noun*): an encouragement
- D. prompt (*verb*): to irritate

5. What is the main idea of this passage?

- A. Water scarcity is a major, worldwide problem, but something that even kids can help improve.**
- B. Differences between friends can be overcome when working on a communal project.
- C. World leaders have come together to solve the clean drinking water shortage around the world.
- D. Travelling to another country can be both educational and helpful.

6. Explain why the world's freshwater is not all safe for drinking using evidence from the text.

The text says that chemicals from factories pollute the freshwater. Also, fertilizers, or substances used on soil at farms, pollute the freshwater. Lastly, untreated sewage, or human waste, pollutes the freshwater.

7. What can be concluded about Ryan's character based on this passage? Use text evidence to support your ideas.

Ryan is a sympathetic, persistent, and hopeful person. First, the text states that when Ryan first heard about children drinking polluted water, the idea was "unimaginable." Ryan was "determined to help," meaning he was sympathetic to the children's' problem. Next, he spent months doing household chores to earn money to pay for a well. This means he is persistent. Then, when he took the money to an organization he thought would help him pay for a well, he was told that the cost was more than he could afford. However, because of his persistence and hope, he did not give up. The text says he promised to continue raising money.

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

Initially, Ryan and Jimmy were pen pals, while _____ they visited each other's countries and homes.

- A. beforehand
- B. although
- C. later on**
- D. primarily

1. The Ryan's Well Foundation has raised around

- A. One billion dollars.
- B. \$2000.
- C. \$1,500,000.**
- D. \$70.

2. Ryan and Jimmy both

- A. raise money.
- B. write letters.**
- C. live in Africa.
- D. do not have wells.

3. _____ had a more polluted water supply.

- A. Ryan
- B. Jimmy**
- C. Ryan's teacher
- D. Canadian doctors

4. According to this passage, there is more

- A. polluted water than salty water.
- B. salty water than fresh water.**
- C. fresh water than salty water.
- D. polluted water than fresh water.

5. After reading this passage, do you think that money is still needed to build wells in Africa? Why or why not?

Answers will vary, but should show evidence that the student understands that clean water is still needed in many parts of the world.

1. According to the passage, there has been a decrease in the number of frogs in Ecuador. Which of the following is *not* a cause of the drop in Ecuador's frog populations?

- A. pollution
- B. drought**
- C. habitat loss
- D. disease

2. How does the author organize the information in this passage?

- A. The author describes the cause and effects of a problem affecting frogs.**
- B. The author compares and contrasts reptiles and amphibians.
- C. The author describes events in chronological order.
- D. The author provides solutions to a historic problem.

3. The reader can conclude that if Ecuador's frog environment were healthy, then

- A. reptile populations would become extinct
- B. frog populations would increase**
- C. frog populations would decrease further
- D. reptile populations would also drop

4. Read the following sentence from the passage:

"The scientists want governments to pass laws that will **reduce** pollution and to create parks that protect the amphibians' habitat."

In this sentence, the word **reduce** means

- A. spread
- B. share
- C. increase
- D. lessen**

5. What is the main idea of this passage?

- A. Many different types of frogs live in South America.
- B. Frogs are amphibians that breathe through their skin.
- C. Scientists are working to save amphibians.
- D. South America's frogs are dying out.**

6. Look at the Endangered Amphibians box. From what did giant glass frogs get their name?

Giant glass frogs got their name because they have translucent, or almost see-through, skin. Their red hearts are visible from the outside.

7. What can be concluded from the scientist Luis Coloma's statement that the extinction of frogs is "the same magnitude event as the extinction of the dinosaurs?"

Coloma's statement that the extinction of frogs is the same "magnitude" as the extinction of dinosaurs means that it is an event of equal importance. The extinction of dinosaurs was a major event in biological history, and the scientist is comparing the two events to establish the frog extinction's importance.

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

The eggs hatch into tadpoles _____ frogs lay the jellylike eggs in water.

- A. instead
- B. however
- C. after**
- D. before

1. Tadpoles breathe through gills because
 - A. they are cold-blooded.
 - B. they are the offspring of frogs and toads.
 - C. they are hatched in water and have no lungs.**
 - D. they are amphibians.

2. Scientists are probably interested in saving poison dart frogs because these frogs
 - A. might be good sources of medicines.**
 - B. have up to 5 colors on their skin.
 - C. are clues that pollution is present.
 - D. are going extinct for unknown reasons.

3. Amphibians are unlike reptiles in that amphibians
 - A. lay eggs.
 - B. have no protective scales.**
 - C. have backbones.
 - D. are cold-blooded.

4. The danger of extinction is due to
 - A. pollution or disease.
 - B. weather changes.
 - C. destruction of habitat.
 - D. all of the above.**

5. According to the passage, what are the names of some of the species facing extinction?

Splendid leaf frogs, giant glass frogs, harlequin frogs

1. According to the passage, deforestation is being caused by

- A. animals
- B. rainfall
- C. climate
- D. people**

2. According to the passage, the clearing of trees is to blame for endangering the rain forest. Which of the following solutions is presented as a way to help fix the problem?

- A. identifying all the species that live in the Amazon
- B. planting more trees and flowers in the rain forest
- C. persuading more people to move to the Amazon
- D. placing part of the Amazon under government protection**

3. Which of the following conclusions is supported by the passage if rain forest deforestation continues?

- A. More trees will grow in the Amazon.
- B. Many plants and animals will become extinct.**
- C. Fewer people will call the rain forest home.
- D. Earth's temperature will drop.

4. Read the first sentence from the passage: "Bright-colored toucans and other exotic birds fly among the forest."

In this sentence, the word **exotic** means

- A. familiar
- B. unusual**
- C. feathered
- D. common

5. Which statement best supports the main idea of this passage?

- A. The Amazon is the largest rain forest in the world.
- B. Millions of plants and animals live in the Amazon.
- C. Deforestation is destroying the Amazon.**
- D. Brazil's government created two national parks in the Amazon.

6. According to the Amazon by the Numbers box, the Amazon rain forest covers about 2 million square miles. Now look at the map. In what South American country is most of the rain forest located?

Most of the Amazon rain forest is found in Brazil. [map]

7. Why is the Amazon rain forest important to us even though it is so far away?

We depend on the Amazon rain forest for foods, spices, and medicines. The rain forest also cleans the air and keeps the Earth from getting too warm by taking in carbon dioxide and releasing oxygen. [paragraphs 6 and 7]

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Scientists thought that the rain forest was losing about 5,800 square miles a day; _____, they later learned that it is disappearing about twice as fast.

- A. first
- B. such as
- C. however**
- D. like

1. Deforestation refers to
 - A. cutting down trees.**
 - B. moving a forest from one continent to another.
 - C. removing flowers from trees.
 - D. planting trees in the forest.

2. Plants and animals in the rain forest are becoming extinct because
 - A. tourists are vacationing in the rain forest.
 - B. loggers and farmers are destroying the rain forest.**
 - C. the weather in the rain forest keeps changing.
 - D. they are being killed by hunters.

3. Scientist Jim Bowyer says the real cause of deforestation is
 - A. plants and animals.
 - B. factories and mills.
 - C. malls and gas stations.
 - D. population growth and poverty.**

4. Destroying trees in the rain forest will cause
 - A. cleaner air.
 - B. animals to have more homes.
 - C. Earth's climate to get hotter.**
 - D. larger rivers.

5. Why did the author write this passage?

Answers will vary but should include to inform the reader of the dangers of deforestation.

1. One detail from the passage is that in some areas
 - A. skateboarding is now being offered after school.
 - B. skateboarding is now being offered in school.
 - C. skateboarding is being taught in gym class.
 - D. all of the above.**

2. The main idea of this passage is that
 - A. PE has been changing.**
 - B. safety skills are taught in skateboarding class.
 - C. many schools have dropped their gym program.
 - D. many young people are overweight.

3. A detail from the passage is that skateboarding
 - A. engages kids in physical movement.**
 - B. encourages obesity.
 - C. is not good exercise.
 - D. teaches kids to give up.

4. By the mid-2000s, which sports became more popular?
 - A. volleyball, baseball, snowboarding
 - B. skateboarding, snowboarding, mountain biking**
 - C. baseball, basketball, volleyball
 - D. skateboarding, basketball, snowboarding

5. What does the author mean by the sentence, "Skateboarding class has rolled into schools"?

Answers will vary but should show that the student understands that "rolled" means skateboarding has been increasingly introduced in schools, and also "roll" refers to the wheels of the skateboards.

1. The main idea of this passage is

- A. people have been using wind power for many years.
- B. wind power is environmentally friendly.
- C. wind power is an excellent resource.
- D. wind power is being used as a source of energy.**

2. Which of the following does *not* support the main idea?

- A. Wind helps to fly kites and spread seeds.**
- B. Wind power is a renewable resource.
- C. Scientists are trying to advance wind power technology.
- D. Right now, in the United States, wind power gives electricity to a million homes.

3. The author seems to

- A. give both sides of the argument.**
- B. support the use of wind power.
- C. be trying to confuse the reader about wind power.
- D. be against the use of wind power.

4. Which of the following would *not* be a good title for this passage?

- A. Using Wind Power
- B. Harnessing the Wind
- C. A Big Risk To Birds**
- D. Power Up

5. The author writes that "wind power is far from perfect." Is this a fact or opinion? Explain.

Answers will vary. That statement is an opinion. Though most people would agree with that statement, it is an opinion because the idea of the perfection of wind power changes from person to person.

1. One reason why it might be important that robots use less energy is that
 - A. it makes less noise.
 - B. it is less likely to break.
 - C. it is easier for anyone to make a robot.
 - D. it is less expensive and easier to maintain.**

2. The author seems to
 - A. think that building robots is a waste of time and resources.
 - B. want to buy a walking robot.
 - C. have helped in building these walking robots.
 - D. be hopeful that the walking robots will end up helping people.**

3. Which of the following is *not* a likely situation when a robot might be used?
 - A. to collect rocks and dust from the planet Mars.
 - B. to collect historical objects from an area with polluted air.
 - C. to be lowered into an active volcano to retrieve samples of earth.
 - D. to compete against talented athletes in the Olympics.**

4. Which of the following is an opinion?
 - A. The robot uses less energy than robots in the past.
 - B. Robots may be able to save lives.
 - C. The robot catches itself when it falls.
 - D. Robots are fun to play with.**

5. Is it important for the government to give money to programs that build robots?
Explain.

Answers will vary. Students should give their opinions on whether or not they think this program should be funded. They should explain their reasoning.

1. What types of advances have women made thanks in part to Title IX?
 - A. Women are allowed to play the same sports as boys.
 - B. Women are allowed to work in the same careers as men.
 - C. Women have the same legal rights as men.
 - D. All of the above.**

2. Supporters of single-gender classrooms think that
 - A. Title IX should be illegal.
 - B. students feel more secure learning with the same sex.**
 - C. boys are smarter than girls.
 - D. only girls should be given jobs.

3. The author of this passage
 - A. supports single-gender classrooms.
 - B. does not state a clear opinion.**
 - C. does not support any public school.
 - D. opposes single-gender classrooms.

4. It is a fact that
 - A. students in single-gender classrooms receive unequal education.
 - B. students in single-gender classrooms have less peer pressure.
 - C. single-gender classrooms do not prepare students for the real world.
 - D. a law was passed in 1975 restricting single-gender classrooms**

5. Based on the information in the article, which argument (for or against single-gender classrooms) do you think is stronger? Give examples to support your answer.

Answers will vary, but should be supported by examples from the article.

1. According to the passage, where do Burmese pythons originally come from?
 - A. New York City
 - B. Argentina
 - C. Florida
 - D. Asia**

2. Based on the passage, which animal was likely the cause of prairie dogs contracting monkeypox?
 - A. a rat**
 - B. a bird
 - C. a monkey
 - D. a python

3. After reading this passage, you can conclude that exotic pets
 - A. are a problem throughout the United States**
 - B. are a threat only to alligators
 - C. will no longer be brought to the United States
 - D. cause harm mainly in southern Florida

4. Read the following sentence from the passage: "Many imported animals thrive in Florida's tropical weather."

In this sentence, the word **thrive** means

 - A. do well**
 - B. get cold
 - C. sweat
 - D. do poorly

5. Which statement best supports the main idea of this passage?
 - A. Foreign pets cause trouble when released into the wild.**
 - B. Monkeypox spread to six Midwestern states in 2003.
 - C. Burmese pythons have been banned as pets in the United States.
 - D. Scientists are concerned about the growing cases of bird flu.

6. What are zoonoses? Give two examples.

Zoonoses are diseases that jump from **animals to humans. Monkeypox and bird flu are both examples of zoonoses.** [paragraph 12 and 13]

7. Todd Hardwick runs Pesky Critters Wildlife Control, a business in south Florida that catches troublesome animals. In the passage, he says, "For me, it seems like Miami is a large open-air zoo." Why do you think he compares Miami to a zoo?

Answers may vary, but Todd Hardwick could **mean that there are many foreign pets on the loose in Miami because people let the animals go or because they escape. The types of animals that are on the loose aren't ones that people should own as pets but ones that should be held in protected places, such as zoos. In addition, zoos are home to many animals. With so many exotic animals on the loose in the Miami area, it seems like the city could be a zoo.** [paragraph 4]

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Releasing exotic pets into the wild, _____ pythons and tigers, can cause a lot of harm.

- A. because
- B. such as**
- C. otherwise
- D. at last

1. It is a fact that Burmese pythons

- A. are from Florida.
- B. are originally from Asia.**
- C. eat alligators as part of their normal diet.
- D. are hard to take care of.

2. In Hardwick's opinion,

- A. pythons are native to Florida.
- B. pythons are not native to Florida.
- C. his company catches at least one animal a week
- D. Miami is an open-air zoo.**

3. Zoonosis is

- A. the transfer of disease from the zoo to the nose.
- B. a disease which is transferred from an animal to a person.**
- C. a fever you catch at the zoo.
- D. a condition that affects the nose, ears, and throat of humans.

4. Some animals that this passage does not recommend as pets are

- A. horses, iguanas and hedgehogs.
- B. lizards, potbellied pigs and goats.
- C. spiders, guinea pigs and monkeys.
- D. pythons, prairie dogs and tigers.**

5. Is this a fact or opinion: "you should not have exotic animals as pets"? Support your answer.

It is an opinion, because some people may think that exotic animals make great pets.

1. According to this passage, in which public school district are officials deciding whether students should wear uniforms?

- A. Aurora, Missouri
- B. San Diego, California
- C. Elmira, New York**
- D. Akron, Ohio

2. Read the following sentences from the passage: "Some school officials support the policy, hoping that uniforms will encourage students to focus on their work. Opponents, however, say students should be allowed to express themselves through their clothing."

Which of the following describes the relationship between these two sentences?

- A. The sentences outline a sequence of events.
- B. The sentences present both sides of an argument.**
- C. The sentences provide a list of things.
- D. The sentences offer a problem and a solution.

3. After reading this passage, what can you conclude about the uniform debate in public schools?

- A. Most people are against school uniforms.
- B. Most people are in favor of school uniforms.
- C. People feel strongly for and against school uniforms.**
- D. Most people don't have an opinion on the issue.

4. Read the following sentence from the passage: "Her school, Rankin Elementary School in Akron, Ohio, has had a uniform policy since 1995."

In this sentence, the word **policy** means

- A. supplies
- B. clothing
- C. meeting
- D. rule**

5. The author's primary purpose in writing this passage is to

- A. teach readers about the First Amendment of the U.S. Constitution
- B. describe some public schools that require school uniforms
- C. persuade public school officials to require students to wear uniforms
- D. debate the pros and cons of uniforms in public schools**

6. According to the passage, what are arguments for and against the cost of public school uniforms?

Some people who are in favor of public school uniforms say that uniforms cut costs because families can save money to buy casual clothes for home. Others argue that school uniforms are expensive and that some families can't afford them. [paragraphs 4 and 6]

7. Based on the passage, do you think it is likely that more or fewer public schools will require school uniforms in the future? Cite evidence from the passage to support your answer.

Based on the passage, it is likely that more public schools will require uniforms in the future. More than 10 years ago, 3 percent of all public schools required students to wear uniforms. That number is closer to 10 percent now. If this trend continues, more public school students will be wearing uniforms. [paragraph 2]

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

_____ some students support school uniforms, others are not in favor of them.

- A. Before
- B. Because
- C. So
- D. Although**

1. The author seems to
 - A. see both sides of the issue, but agrees that students should wear uniforms.
 - B. tell both sides of the issue.**
 - C. think that kids should not have to wear uniforms.
 - D. think that kids should wear uniforms.

2. Which of the following is an opinion?
 - A. Uniforms are too expensive.**
 - B. Some teachers think that uniforms will help kids focus on their work.
 - C. Some kids do not want to wear uniforms.
 - D. Some kids wear uniforms every day.

3. Which of the following is *not* an opinion?
 - A. In 2004, 14 percent of public schools required students to wear uniforms.**
 - B. Uniforms are less expensive than regular clothing.
 - C. A uniform violates the right to freedom of expression.
 - D. Uniforms make schools better places to learn.

4. The author says that people that support school uniforms think that the uniforms will "encourage students to focus on their work." In this sentence, *their* refers to
 - A. the opponents.
 - B. the uniforms.
 - C. the work.
 - D. the students.**

5. School uniforms have a "look that makes the grade". Is this a fact or opinion? Explain.

Answers will vary. The statement is an opinion. Not everyone would agree that the uniforms look nice.

