

Each Student should receive a weekly packet and a coach book. Within each weekly folder students will have the activities listed for the week. All materials should be copied for them.

Date	SOLS	ACTIVITIES
Tues., April 14	Vocabulary Read 7.4E 7.4G 7.6A 7.6M	Choose 5 vocabulary words from <b>The Mystery of Roanoke</b> and complete a Frayer model for each one. You can draw pictures or add images from the internet. Read <b>The Mystery of Roanoke</b> .  <b>Virginia SOL Coach Workbook – Lesson 4; pgs. 28-22</b>
Wed., April 15	Text Structures 7.6B 7.6E	Use <b>The Mystery of Roanoke</b> -complete Understanding of Text Structures questions  <b>Virginia SOL Coach Workbook – Lesson 12; pgs. 84-89</b>
Thurs., April 16	Main Idea 7.6G	Use <b>The Mystery of Roanoke</b> -complete Finding the Main Ideas questions  <b>Virginia SOL Coach Workbook – Lesson 13; pgs. 90-95</b>
Fri., April 17	Summary 7.7D 7.7E 7.6H 7.6I	Use <b>The Mystery of Roanoke</b> -complete Writing a Summary. Use the template to rewrite the summary on a separate sheet of paper.  <b>Virginia SOL Coach Workbook – Lesson 7; pgs. 54-59</b>
Mon., April 20	Inferences 7.6C	Use <b>The Mystery of Roanoke</b> -complete Making Inferences  <b>Virginia SOL Coach Workbook – Lesson 11; pgs. 78-83</b>
Tues., April 21	Grammar: Apostrophes 7.8	Read <b>Manners Around the World</b> Grammar Cops-add the missing apostrophes and complete Grammar in Context Apostrophes page. Read <b>Fun Facts About Money</b> Grammar Cops-add the missing apostrophes.  <b>Virginia SOL Coach Workbook – Lesson 1; pgs. 10-15</b>
Wed., April 22	Vocabulary Read 7.4E 7.4G 7.4F 7.5J 7.5A	Complete <b>The Day the Worms Moved In</b> Vocabulary Sheet. Read <b>The Day the Worms Moved In</b> and complete Plot Sheet.  <b>Virginia SOL Coach Workbook – Lesson 14; pgs. 104-109</b>
Thurs., April 23	Plot/Character/ Theme/Pt of View	Complete <b>The Day the Worms Moved In</b> Character page and Critical Thinking page.

\*Mrs. Lee's Class can check your Gmail and Google classroom for information to sign up for Khan Academy.

\*\*Free books/stories to listen to: [stories.audible.com](https://www.audible.com)



	7.5A 7.5B 7.5D	<b>Virginia SOL Coach Workbook – Lesson 15; pgs. 110-115</b>
Fri., April 24	Grammar: Capitalization 7.8	Read <b>Fun Facts From Sports History</b> Grammar Cops-correct the mistakes and complete Correct Your Capitals Page.  <b>Virginia SOL Coach Workbook – Finish any incomplete Coach lessons.</b>
Mon., April 27	Vocabulary Read Paired Texts 7.4E 7.4G 7.6A 7.6M	Complete <b>The Amazing History of Dogs</b> Vocabulary Sheet. Read <b>The Amazing History of Dogs</b> .  <b>Virginia SOL Coach Workbook – Lesson 2; pgs. 16-21</b>
Tues., April 28	Organize/Analyze Synthesize Info 7.6K 7.7L	Complete <b>The Amazing History of Dogs</b> Close Reading and Critical Thinking.  <b>Virginia SOL Coach Workbook – Lesson 8; pgs. 60-65</b>
Wed., April 29	Organize/Analyze Synthesize Info 7.6K 7.7L	Complete <b>The Amazing History of Dogs</b> Putting it All Together and Find the Evidence pages.  <b>Virginia SOL Coach Workbook – Lesson 5; pgs. 34-39</b>
Thurs., April 30	Summary 7.7D 7.7E 7.6H 7.6I	Complete <b>The Amazing History of Dogs</b> Writing a Summary. Use the template to rewrite the summary on a separate sheet of paper.  <b>Virginia SOL Coach Workbook – Lesson 3; pgs. 22-27</b>
Fri., May 1	Text Structures 7.6B 7.6E	Complete <b>The Amazing History of Dogs</b> Understanding text structures page.  <b>Virginia SOL Coach Workbook – Begin Ch. 1 Review – pgs. 46-51</b>
Mon., May 4	Grammar: Commas 7.8	Read <b>Amazing Facts About Shark Teeth</b> Grammar Cops-add the missing commas and complete Grammar in Context Comma Corrections page. Read <b>Surprising Facts About T-Rex</b> Grammar Cops-add the missing commas.  <b>Virginia SOL Coach Workbook – Finish Ch. 1 Review – pgs. 46-51</b>

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Tues., May 5	Vocabulary Read/Plot 7.4E 7.4G 7.4F 7.5J 7.5A	Complete <b>The Penny Tree</b> Vocabulary Sheet. Read <b>The Penny Tree</b> and complete Plot Sheet.  <b>Virginia SOL Coach Workbook – Lesson 6; pgs. 40-45</b>
Wed., May 6	Character 7.5A	Complete <b>The Penny Tree</b> Thought's Words, and Actions page and How Jack Changes  <b>Virginia SOL Coach Workbook – Lesson 9; pgs. 66-71</b>
Thurs., May 7	Poetry 7.5G 7.5E 7.5I	Read the poem <b>Your World</b> and complete the Understanding Poetry page and Think About It page.  <b>Virginia SOL Coach Workbook – Finish any Incomplete Coach lessons.</b>
Fri., May 8	Poetry 7.5G 7.5E 7.5I	Read the poem <b>The Reason For The Pelican</b> and complete the Rhyme Scheme page and Think About It page.  <b>Virginia SOL Coach Workbook – Lesson 16; pgs. 116-121</b>
Mon., May 11	Notes: Myths Legends Epics Fairy Tales 7.5E	Read <b>Myths Legends Epics Fairy Tales</b> and complete the take Notes 1 and Notes 2 pages.  <b>Virginia SOL Coach Workbook – Lesson 10; pgs. 72-77</b>
Tues., May 12	Vocabulary Read 7.4E	Complete the vocabulary practice and vocabulary study pages for <b>Icarus/Daedalus and Phaethon</b> . Read <b>Icarus/Daedalus and Phaethon</b> . <b>Virginia SOL Coach Workbook – Begin Ch. 2 Review – pgs. 96-102</b>
Wed., May 13	Infer/ Comprehend 7.5E 7.5I 7.5J	Use the <b>Icarus/Daedalus and Phaethon</b> to complete the comprehension and text analysis page. <b>Virginia SOL Coach Workbook – Finish Ch. 2 Review – pgs. 96-102</b>
Thurs., May 14	Theme Drawing Conclusion 7.5A 7.5B	Use <b>Icarus/Daedalus and Phaethon</b> to complete the drawing conclusion and multiple theme page. <b>Virginia SOL Coach Workbook – Lesson 17; pgs. 122-129</b>

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	7.5I	
Fri., May 15	Grammar Simple and Compound Sentences 7.8	Complete the grammar in context page-Simple and compound sentences. <b>Virginia SOL Coach Workbook – Lesson 23; pgs. 178-183</b>
Mon., May 18	Read 7.5A	Read <b>Two Ways to Count to Ten and The Race Between Toad and Donkey</b> and complete the setting a purpose for reading strategy. <b>Virginia SOL Coach Workbook – Lesson 24; pgs. 184-189</b>
Tues., May 19	Characteristics Theme Judgments 7.5B 7.5E 7.5I	Complete the questions for <b>Two Ways to Count to Ten and The Race Between Toad and Donkey</b> . In addition to these question go to <b>pg.749</b> and answer questions 1-3, and <b>pg.754</b> to answer questions 1-2.  <b>Virginia SOL Coach Workbook – Finish any incomplete Coach lessons.</b>
Wed., May 20	Vocabulary Read 7.4E 7.4G 7.6A 7.6M	Complete <b>The Killer Smog</b> Vocabulary Sheet. Read <b>The Killer Smog</b> .  <b>Virginia SOL Coach Workbook – Lesson 25; pgs. 190-195</b>
Thurs., May 21	Cause /Effect 7.6J 7.6C	Use <b>The Killer Smog</b> to complete the Close Reading and Critical Thinking page and Unsafe Smog page.  <b>Virginia SOL Coach Workbook – Lesson 26; pgs. 196-201</b>
Fri., May 22	Text Structures 7.6B 7.6E	Complete Understanding Text Structures and Exploring Text Features using <b>The Killer Smog</b> .  <b>Virginia SOL Coach Workbook – Begin Ch. 3 Review – pgs. 130-136</b>
Mon., May 25	Summary 7.7D 7.7E 7.6H 7.6I	Complete What's the Main Idea and Writing the Summary pages using <b>The Killer Smog</b> . Use the template to rewrite the summary on a separate sheet of paper.

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		<b>Virginia SOL Coach Workbook – Finish Ch. 3 Review – pgs. 130-136</b>
Tues., May 26	Grammar 7.8	Read the Writing Rescue <b>Did Aliens Make That?</b> Find and make the corrections to the sentences.  <b>Virginia SOL Coach Workbook – Lesson 27; pgs. 202-207</b>
Wed., May 27	Vocabulary Read 7.4E 7.4G 7.6A 7.6M	Complete the vocabulary page and read <b>The Boy who Fought Hitler.</b>  <b>Virginia SOL Coach Workbook – Finish any incomplete Coach lessons.</b>
Thurs., May 28	Infer/Details 7.6H 7.6C	Use <b>The Boy Who Fought Hitler</b> to complete the close reading and critical thinking page.  <b>Virginia SOL Coach Workbook – Begin Ch. 5 Review – pgs. 214-218</b>
Fri., May 29	Summary 7.7D 7.7E 7.6H 7.6I	Complete What's the Main Idea and Writing the Summary pages using <b>The Boy Who Fought Hitler.</b> Use the template to rewrite the summary on a separate sheet of paper  <b>Virginia SOL Coach Workbook – Finish Ch. 5 Review – pgs. 214-218</b>
Mon., June 1	Vocabulary Writing 7.7D	Read <b>The Mystery of the Stolen Bugs</b> and complete the word hunt.  <b>Virginia SOL Coach Workbook – Finish any incomplete Coach lessons or chapter reviews.</b>
Tues., June 2	Vocabulary Writing 7.7D	Read <b>Caves of Doom</b> and complete the word hunt.
Wed., June 3	Review	Complete the first 13 letters of the <b>ABC Booklet</b> -letters A-M. Write about something you learned/remember in/about English that begin with that letter and draw a picture to help remember it.

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Thurs., June 4	Review	Complete the last 13 letters of the <b>ABC Booklet</b> -letters N-Z. Write about something you learned/remember in/about English that begin with that letter and draw a picture to help remember it.
Fri., June 5	Review	Complete any unfinished assignments.

## Internet Resources:

- Readtheory.org
- <https://www.ereadingworksheets.com/>
- <https://www.ixl.com/?partner=educatorsnetwork&adGroup>
- <http://www.poetry4kids.com/games/>
- <https://www.superteacherworksheets.com/reading.html>
- <https://www.wordsmyth.net/>
- <https://www.k12reader.com/subject/vocabulary/synonyms-antonyms/>
- <http://www.teach-nology.com/worksheets/graphic/>
- <http://howtohomeschoolforfree.com/free-reading-curriculum/>
- <https://stories.audible.com/start-listen> Audio Books
- <http://howtohomeschoolforfree.com/huge-list-of-virtual-field-trips/>
- Online Field Trips
- [http://www.gutenberg.org/ebooks/search/?sort\\_order=downloads](http://www.gutenberg.org/ebooks/search/?sort_order=downloads)
- Books online
- <https://allinonehomeschool.files.wordpress.com/2019/10/la-7-printables-book-1.pdf>

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- Readtheory.org
- <https://www.ereadingworksheets.com/>
- <https://www.ixl.com/?partner=educatorsnetwork&adGroup>
- <http://www.poetry4kids.com/games/>
- <https://www.superteacherworksheets.com/reading.html>
- <https://www.wordsmyth.net/>
- <https://www.k12reader.com/subject/vocabulary/synonyms-antonyms/>
- <http://www.teach-nology.com/worksheets/graphic/>
- <http://howtohomeschoolforfree.com/free-reading-curriculum/>
- <https://stories.audible.com/start-listen> Audio Books
- <http://howtohomeschoolforfree.com/huge-list-of-virtual-field-trips/>  
Online Field Trips
- [http://www.gutenberg.org/ebooks/search/?sort\\_order=downloads](http://www.gutenberg.org/ebooks/search/?sort_order=downloads) Books online

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- <https://allinonehomeschool.files.wordpress.com/2019/10/la-7-printables-book-1.pdf>

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Mrs. Lee Grade 7

## How to join your teacher's Khan Academy class

1. Go to **khanacademy.org/join**
2. Enter your class code and press "Add".  
Class code:        SUAZKSZB
3. If you don't already have an account, press "Create a new account". Enter your date of birth, then sign up using Google, your school email, or by creating a username.
4. Enter your grade and course. Now you're ready to start learning!

Mrs. Lee Grade 7

## How to join your teacher's Khan Academy class

Como unirte a la clase de Khan Academy de tu profesor

- 1 Ve a **khanacademy.org/join**
- 2 Ingresa el código de tu clase y haz clic en "Agregar" Código de clase:                       
SUAZKSZB
- 3 Si no tienes una cuenta, selecciona "Crear una cuenta nueva". Ingresa tu fecha de nacimiento, luego inicia sesión usando Google, tu correo electrónico escolar o creando un nombre de usuario.
- 4 Selecciona tu grado y curso. ¡Ya puedes empezar a aprender!

## Internet Resources:

- **Readtheory.org**
- <https://www.ereadingworksheets.com/>
- <https://www.ixl.com/?partner=educatorsnetwork&adGroup>
- <http://www.poetry4kids.com/games/>
- <https://www.superteacherworksheets.com/reading.html>
- <https://www.wordsmyth.net/>
- <https://www.k12reader.com/subject/vocabulary/synonyms-antonyms/>
- <http://www.teach-nology.com/worksheets/graphic/>
- <http://howtohomeschoolforfree.com/free-reading-curriculum/>
- <https://stories.audible.com/start-listen> Audio Books
- <http://howtohomeschoolforfree.com/huge-list-of-virtual-field-trips/> Online Field Trips
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- <https://allinonehomeschool.files.wordpress.com/2019/10/la-7-printables-book-1.pdf>

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- <https://www.superteacherworksheets.com/reading.html>
- <https://www.wordsmyth.net/>
- <https://www.k12reader.com/subject/vocabulary/synonyms-antonyms/>
- <http://www.teach-nology.com/worksheets/graphic/>
- <http://howtohomeschoolforfree.com/free-reading-curriculum/>
- <https://stories.audible.com/start-listen> Audio Books
- <http://howtohomeschoolforfree.com/huge-list-of-virtual-field-trips/> Online Field Trips
- [http://www.gutenberg.org/ebooks/search/?sort\\_order=downloads](http://www.gutenberg.org/ebooks/search/?sort_order=downloads) Books online
- <https://allinonehomeschool.files.wordpress.com/2019/10/la-7-printables-book-1.pdf>



Apostrophes

# Grammar Cop's Manners Around the World



Learn about apostrophes as you discover some surprising facts about table manners!

## Grammar Cop's Apostrophe Rules:

- Add an apostrophe to a noun to show possession.
- 1. For a singular noun or a plural noun that doesn't end in s (like children), add 's.
- 2. For a plural noun ending in s (like dogs), just add the apostrophe.
- Use an apostrophe to replace missing letters in a contraction.

**Directions:** Add 15 missing apostrophes to these sentences. We've done the first one for you.



We still haven't found a country where THIS is the right way to eat spaghetti. But we'll keep looking!

**1** You won't get your parents' dirty looks if you let out a big burp after a meal in China—it shows appreciation for the chef's efforts!

**2** When eating noodles in Japan, don't forget to slurp them noisily to let everyone know you're enjoying them.

**3** In Mexico, if you happen to catch diners' eyes while they're eating, make sure to say *buen provecho* ("enjoy!")

**4** Never ask to take home your leftovers at a restaurant in Rome, or you'll attract the waiter's glare. It's considered greedy.

**5** One of Chile's main dining rules is to never touch any part of the meal with your hands. Even french fries aren't finger food!

**6** A quick snack on the go is a no-no in France: eating while walking turns police.

**7** Pass the salt? Not in Portugal, where asking for extra seasoning is considered an insult to the cook's skills.

**8** Forget forks and knives in India: Fingers are often peoples' utensils of choice.



PHOTO: GETTY IMAGES/ALAMY; ILLUSTRATION: JEFFREY L. BROWN



# Grammar Cop's Fun Facts About Money



Practice using apostrophes correctly as you learn some cool facts about cash.

## Grammar Cop's Rules:

1. Add an apostrophe to a noun to show possession.

- For a singular noun or a plural noun that doesn't end in s (like *potato*), add 's.
- For a plural noun ending in s (like *bills*), just add the apostrophe.

2. Use an apostrophe to replace missing letters in a contraction (like *don't* for *do not*).

**Directions:** Replace the missing apostrophes in the sentences below.

1 Many things have been used as money throughout history, including cowrie shells, beads, tea leaves—and even bat poop. (Put something you'd want to put in your pocket.)



2 The world's first paper money was invented in China 1,200 years ago. The lightweight bills were made of paper, but they often blew away in strong winds.

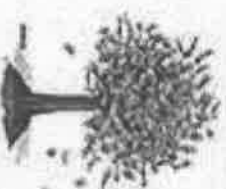
3 America's paper money isn't actually made of paper but of cotton and linen. In Benjamin Franklin's time, people sewed torn bills back together with a needle and thread.

4 If you find one of these in your wallet, don't spend it! It's a Floating Year Silver Dollar, created in 1794—and now a rare collector's item worth \$10 million.



5 Cat ate half your birthday money? Well, a bill remains to the U.S. Treasury, and it'll send you a new one.

6 Making a penny costs more than its worth: about 1.5 cents. Because of these costs right out, many countries have stopped making them—and the U.S. could be next.



7 When bills wear out for good, they're shredded and burned into compost. So even though money doesn't grow on trees, it can actually help trees grow!

8 Looking for a new hobby? Try coin collecting, one of the oldest pastimes in the world. Then you'll be able to call yourself a numismatist [noo-miz-mah-stist].



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Apostrophes

## Rules for Using Apostrophes

### 1. Add an apostrophe to a noun to show possession:

- For a singular noun or a plural noun that doesn't end in *s* (like *children*), add *'s*. Example: "In Jessie's basement, a magician taught us how to spin a plastic plate on a stick and pull a nickel out of someone's ear. (p. 14)"
- For a plural noun ending in *s* (like *dogs*) just add the apostrophe.  
Example: "Eric was enjoying a boys' weekend with his dad, Buzz, and his 7-year-old brother, Adam." (p. 5)

.....

### 2. Use an apostrophe to replace missing letters in a contraction.

Example: "I bet you don't." (p. 12)

**Directions:** In each example, one apostrophe is used correctly and one apostrophe is not. Correct the mistake in each sentence.

1. Erins' friends aren't interested in going to the movies today.
2. If you ask the childrens' teacher, she'll tell you that they need a longer recess.
3. If yo're able to stay a few more minutes, my aunt's pie will be out of the oven and we can have some.
4. Don't ask about Jimmys' results at the swim meet; he was not happy about how he did.
5. We'll need to take a break from my soccer teams' schedule for the holiday break.
6. I was sad to not be invited to the twin's birthday party, but then I found out that they aren't having one this year.
7. It's easy to remember my moms' birthday, because hers is the same day as mine!





8. My cousins' bikes are faster than mine, and the'yll never go slow enough for me to keep up.

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# The

# New World

How could  
an entire village of  
people just disappear?

BY ALLISON FRIEDMAN

ILLUSTRATION BY SHANE REBENSCHIED

UP  
CLOSE

**Knowledge Building** As you read, look for information that tells you what America was like before and after Europeans arrived.

LOOK FOR WORD NERD'S 10 TERMS IN BOLD



**T**en-year-old Robert Ellis could hardly believe it. It was July 1587. And he and his dad were finally here: America! Back home in England, most people had only heard stories about this dazzling land.

The journey across the ocean from England had taken two months. The trip was not easy. Rats nipped at people's toes. Human waste sloshed around the bottom of the ship. If you dunked into the ocean for a bath, you might get bitten by





# The Lost Colony of Roanoke

a shark. (This had actually happened to someone.)

But when Robert stepped onshore, he forgot about the awful trip. He was standing in a place of beauty. Golden beaches sloped down to glittering water. Thick forests hummed with the sound of frogs. This was Roanoke, a tiny island off the coast of what the English called Virginia. (Today, it's part of North Carolina.)

Robert, his dad, and about 115 other people had come here for an important

mission: to start a **colony**, a little piece of England in America. They would build a village. They would set up farms. And they would gather treasures to send back home—furs, fruit, spices, maybe even gold.

But if Robert had known what would soon happen on Roanoke, he might have jumped back on the ship and sailed home to England.

Within three years, he and the other **colonists** would vanish.

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## Many Wonders

For a kid like Robert living in 1587, going to America must have seemed

almost like going to the moon. Just 100 years before, people in Europe hadn't known North and South America existed. It wasn't until the early 1500s that they found out: Amazing lands lay across the Atlantic Ocean.

Few could have imagined the wonders of the **New World**, as they called it. Tree after tree stretched as far as the eye could see. Tall mountains seemed to touch the clouds. Wildflowers bloomed in bright colors. And the animals! There were buffalo and beavers. There were grizzly bears and salmon. There were so many flying geese that they blocked out the sun.

European countries like Spain, Portugal, France, and England wanted to seize the riches of this New World. Kings and queens sent **explorers** there: Christopher Columbus, John Cabot, Ferdinand Magellan. Tales of their journeys spread across Europe.

## A Better Life

By the time Robert was born, in the late 1500s, explorers weren't the only ones going to America. Ordinary Europeans had started moving there to form colonies. These **settlers** built new towns. They also collected (and sometimes stole) natural treasures. Spain had already grown rich off its many colonies. It had become the



most powerful nation in the world. England decided to set up its own colony.

At the time, London, England, was crowded and filthy. Like many others, Robert and his dad probably lived in a tiny home. Only rich people owned land and large houses. And if you weren't born rich, you had almost no chance of ever achieving these things.

But if you joined England's colony, your life would change. You could get at least 500 acres of land in America. That was an area 25 times the size of the queen's palace! To Robert and his dad, that would have seemed like something out of a dream.

And so the Ellises signed on to join the







We created these maps to help you understand the location of Roanoke. But a real map from 1587 would look very different. Back then, America was not a country. There were no states. Native peoples spoke of places in their own languages. In Europe, people had begun using the name *America* less than 100 years before. The name honors a man named Amerigo Vespucci, an explorer from Italy. He was the first European to understand that North and South America were separate continents.

**As you look at this map,** think about all the ways America has changed over the past 400 years.

At that time, millions of **Native peoples** were living across America. They were members of hundreds of different tribes. Some had lived here for as long as 30,000 years. There were the Mississippians, who built a grand city

filled with soaring pyramid-like structures in the Midwest. There were the Ancestral Puebloans, who had lived in a castle-style building built into a mountain in today's Colorado. And there were the Inuit, in Alaska, who glided through icy waters in sleek boats called kayaks [KYE-acks].

The Algonquian near Roanoke were expert hunters. They shot deer with arrows. They speared fish from the ocean. They were skilled farmers too. They grew corn, beans, and squash. During a good harvest, they would hold big celebrations around a fire.

But European explorers and settlers had put the Algonquian and other Native peoples in grave danger. Thousands were killed in

English colony. They wanted to start a better life in the New World.

## Grave Danger

But as Robert would soon find out, the New World wasn't really new. The 500 acres that he and his dad were promised? That land was not England's to give. It already belonged to other people.

When the settlers arrived on Roanoke Island, some 7,000 Native American people were living in that area. Most belonged to **tribes** that were part of a big group known as the Algonquian. Members of these tribes had settled in the area nearly 1,000 years before. The Algonquian called this land Ossomocomuck.





fight over food, land, and natural riches. Thousands more died from diseases like measles, spread by the Europeans.

So when the settlers arrived on Roanoke, most Algonquian in the area did not trust English people. Gathering berries and acorns from the woods, an Algonquian girl might have seen the Europeans building their cottages. Her heart would likely have frozen in terror. She would have worried that the new settlers would bring more trouble.

Only one tribe would speak with the newcomers: the Croatoan. This tribe lived on an island of the same name, just south of Roanoke.

### Worried Whispers

Within a few weeks of arriving, Robert began to hear whispers. The adult settlers were worried.

The settlers were in trouble. They hadn't brought enough food or supplies. And they had few Algonquian **allies** to trade with. They would barely be able to survive the winter. They begged the colony's leader, John White, to return to England and bring back help.

At first, White refused. His daughter, Eleanor Dare, was one of the colonists. She had just given birth to a baby girl—Virginia, the first English child born in America. How could White leave his family?

White finally agreed to go. But he made the settlers promise: If they moved anywhere else, they would carve the name of the place into a tree or post so White could find them when he returned. And if they were in danger, they would add a carving of a cross.

Then White boarded a ship back to Europe.

### Without a Trace

In England, White faced a number of delays. By the time he got back to Roanoke, three years had passed. He imagined the settlers waiting for him on the island, hungry and afraid. And that was if they were even still alive.

In August 1590, White arrived on Roanoke. He rushed toward the place where the colonists had built their cottages three years before.

What he saw stopped him in his tracks. Where there was once a village, there was now only an empty clearing. Almost every trace of the settlers was gone. White almost sank to his knees in despair.

Then he saw it: the word "Croatoan" carved into a wooden fence post. There was no cross to signal danger. Had the settlers simply moved to the island where their friends the Croatoan lived?

White and the crew sailed toward Croatoan to find out. But a hurricane hit. Raging winds pushed the ships out to sea. They could not get to the island.

John White would never learn what had happened to his family.

### Haunting Clues

For the past 400 years, the disappearance of the colonists has puzzled people. Were they killed in fights with the Algonquian? Did they try to sail back to England and get lost at sea? Or did they live happily ever after on Croatoan?

Experts have found little to answer these questions. But there have been a few clues.

Nearly 20 years after the settlers vanished, England started a new colony called Jamestown. It was



BACKGROUND ILLUSTRATION BY SHANE REBUSHNIK; ILLUSTRATIONS BY STEVE STANKIEWICZ



not far from Roanoke. From a group of Algonquian, the new colonists heard about people nearby who wore English clothes and lived in English-style houses. The Jamestown colonists searched. But they never found these English people.

More recently, teams of archaeologists have searched areas around Roanoke, including Croatoan. They've dug up items that belonged to the Algonquian: arrowheads, bits of pottery, fine copper jewelry. These finds have helped them learn more about the cultures of Ossomocomuck.

The teams have also found items that may have belonged to English people in the 1500s. But they haven't found enough to say for sure where the Roanoke settlers ended up.

### Mystery Solved?

And that might be the key to the mystery. Today, many experts believe that the Roanoke colonists may have split up and been welcomed into different Algonquian tribes. We don't know exactly what happened. But we can imagine.

Robert may have traded in his woolen pants and leather shoes for a deerskin wrap and moccasins. The Algonquian may have shown him how to use a bow and arrow to hunt. They may have taught him how to speak their language. Robert and the other colonists may have gone through these changes quickly, leaving almost no trace of their English ways. That might be why there

are few clues for archaeologists to find today.

In other words, the Roanoke colonists might not have gone missing at all. Like so many people who came to America after them, they may have survived with help from the people who already lived here.

We will never know for sure. But we do know what happened next. More and more Europeans arrived and laid claim to land that was not theirs. By 1733, there were 13 English colonies lined up along America's east coast. About 50 years later, these 13 colonies would break away from England to become the United States.

As this new country was forming, Native people across America were forced from their homes and farms. Millions suffered starvation, disease, and violence. One hundred years after the Europeans arrived, as many as 90 percent of Native peoples in the Americas had died.

Many Algonquian peoples of the east coast were among them. But some survived. Today, the Algonquian are a major Native group in North America.

As for the Roanoke settlers? Their fate will likely remain a mystery forever. ■



### WRITE TO WIN

Write a conversation between Robert and a Croatoan child, in which they introduce themselves and describe where they're from. Bring them to life with details from the article! Send it to "Roanoke Contest" by Dec. 1. Ten winners will each receive *Blood on the River* by Elisa Carbone. See page 2 for details.

FIND A  
SKILL  
BUILDER  
ONLINE!







Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Understanding Text Structures

**Directions:** Text structure is the way an author organizes information in a piece of writing. Authors use different text structures to achieve different purposes. Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about "The Mystery of Roanoke."

1. What is the main purpose of the article?

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Which text structure or structures do you think the author uses overall in the article to achieve this purpose? Explain your answer.

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2. On page 5, the author describes Robert's first glimpse of America. What details does she include to help you picture the scene in your mind?

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3. In the section "A Better Life," the author uses the compare-and-contrast text structure. What two things does the author compare? Explain your answer using examples.

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### Cause and Effect

explains *why* something happened (cause) and *what* happened as a result (effect).

### Description

includes details to help you picture or get to know a person, place, thing, or idea.

### Problem and Solution

presents a problem and explains how it is solved.

### Compare and Contrast

presents the similarities and/or differences between two things, such as events, time periods, or places.

### Sequence of Events

describes events in the order in which they happen. This is also called *chronological order*.





Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Understanding Text Structures, p. 2

4. Which text structure do you think the author mainly uses in the section "Grave Danger"? Explain how you know and which words and phrases give you clues about the structure.

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5. In the section "Worried Whispers," the author describes a serious problem and how the settlers chose to solve it. On the lines below, write the problem the settlers faced and their proposed solution.

**Problem:** \_\_\_\_\_

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**Solution:** \_\_\_\_\_

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6. In the section "Mystery Solved?" the author explains how the Europeans' forming colonies in America changed life for Native peoples. On the lines below, give two negative effects of the European colonies on these peoples. (You may quote lines from the article or rewrite them in your own words.)

**Effect 1:** \_\_\_\_\_

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**Effect 2:** \_\_\_\_\_

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Writing a Summary

A summary is a short retelling of the most important parts of a story. It should include the information that someone would need to know to understand the story, without minor details or your own opinion.

**Directions:** Complete the summary below, using the prompts in the margins to help you.

### Summary of "The Mystery of Roanoke"

1. What is the article mainly about? (Hint: Mention the settlers and the Algonquians.)

"The Mystery of Roanoke" is about \_\_\_\_\_

It tells the story of Robert Ellis and others who \_\_\_\_\_

The settlers had been promised 500 acres of land in America, but when they arrived, they discovered \_\_\_\_\_

4. Give two reasons the Algonquians distrusted Europeans.

The Algonquians distrusted the Europeans because \_\_\_\_\_

Shortly after arriving in Roanoke, the settlers \_\_\_\_\_

6. What did John White see when he reached Roanoke?

When John White returned to Roanoke, he found \_\_\_\_\_

Though experts have found some clues, \_\_\_\_\_

8. What happened to Native peoples and their land as Europeans arrived?

Over time, Europeans continued to \_\_\_\_\_

2. Where did Robert Ellis go? Why?

3. What did the settlers learn?

5. What problem did the settlers face? What did they do about it?

7. What have many experts decided about the mystery of the Roanoke settlers?



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Finding the Main Ideas

The main idea of a section or a whole article is an important idea that the author wants you to know about the topic. Looking at the details can help you figure out what the main idea is. What do they mainly describe? You can also use the titles of sections as clues.

**Directions:** Complete the chart below. Use the prompts to help you.

Section	Main idea	How do you know?
First section, starting at the beginning of the article	In 1587, a group of people traveled to colonize Roanoke.	<p>Give two more details from this section that describe the beginning of the Roanoke colony:</p> <ul style="list-style-type: none"> <li>• The journey across the ocean was long and difficult.</li> <li>•</li> <li>•</li> </ul>
"Many Wonders"	Write the main idea:	<p>The main idea is supported by the details below. Think about what they tell you about how America seemed to Europeans:</p> <ul style="list-style-type: none"> <li>• There were tall trees and mountains stretching toward the sky.</li> <li>• There were many species of plants and animals.</li> <li>• European countries hoped to profit from America.</li> </ul>
"A Better Life"	Many Europeans moved to America for a better life.	<p>Give two more details from this section that describe why people traveled to America to form the Roanoke colony:</p> <ul style="list-style-type: none"> <li>• London, England, was dirty and packed with people.</li> <li>•</li> <li>•</li> </ul>

Continued on next page >



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Finding the Main Ideas, p. 2

Section	Main idea	How do you know?
"Grave Danger"	Write the main idea:	<p>The main idea is supported by the details below. Think about what they tell you about how the colonists affected Native Americans:</p> <ul style="list-style-type: none"> <li>• The land promised to colonists already belonged to Native American people.</li> <li>• Some Native peoples had been living in America for as long as 30,000 years.</li> <li>• Thousands of Native people died in fights over land and from diseases colonists spread.</li> </ul>
"Worried Whispers"	The colonists realized they were in trouble shortly after their arrival in Roanoke.	<p>Give two more details from this section that describe why the colonists were concerned:</p> <ul style="list-style-type: none"> <li>• The settlers did not have enough food or supplies.</li> <li>•</li> <li>•</li> </ul>
"Without a Trace"	Write the main idea:	<p>The main idea is supported by the details below. Think about what they tell you about the Roanoke colony when White returned:</p> <ul style="list-style-type: none"> <li>• White found empty land where a village had once stood.</li> <li>• The word Croatoan was carved into a wooden fence post.</li> <li>• White was unable to travel to Croatoan to learn what happened to the colonists.</li> </ul>

Continued on next page >





Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Finding the Main Ideas, p. 3

Section	Main idea	How do you know?
"Haunting Clues"	Though experts have found clues as to what may have happened to the Roanoke colonists, they do not know for sure.	<p>Give two more details from this section that support the main idea on the left:</p> <ul style="list-style-type: none"> <li>• Colonists in Jamestown heard stories of Englishmen living nearby.</li> <li>•</li> <li>•</li> </ul>
"Mystery Solved?"	Write the main idea:	<p>The main idea is supported by the details below. Think about what they tell you about what happened to Native peoples:</p> <ul style="list-style-type: none"> <li>• Europeans continued to travel to America, and by 1733 there were 13 English colonies.</li> <li>• As Europeans settled America, most Native peoples were forced from their homes and faced disease, war, and starvation.</li> <li>• Within 100 years, 90 percent of Native peoples in the Americas had died.</li> </ul>



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Making Inferences

**An inference is something you can figure out from clues in a story, even though the story doesn't say it directly.**

**Directions:** The chart below lists clues from "The Mystery of Roanoke" on the left and inferences you can make from them on the right. Fill in the blanks on the chart with clues or inferences from the articles.

Clues	Inferences
<p>Consider these lines from the article:</p> <ul style="list-style-type: none"> <li>• "Stretched out before him was a place of unimaginable beauty."</li> <li>• "They would build a cozy village, set up farms, and gather treasures to send back home—furs, fruit, spices, maybe even gold."</li> <li>• "But if you joined England's colony, you could get at least 500 acres of land in America—an area 25 times the size of the queen's palace!"</li> </ul>	<p>What can you infer about how many of the colonists felt when they arrived in Roanoke?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Write two lines from the article that support the inference on the right.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>The Algonquian in the Roanoke area were resourceful, meaning they were able to use what they had to lead successful lives.</p>

Continued on next page >



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Making Inferences, p. 2

Clues	Inferences
<p>Consider these lines from the article:</p> <ul style="list-style-type: none"> <li>• "Only one small tribe risked speaking with the newcomers: the Croatoan, who lived on an island of the same name, just south of Roanoke."</li> <li>• "And that's when he saw it: the word 'Croatoan' carved into a wooden fence post. There was no cross to signal danger."</li> <li>• "But as White and the crew sailed toward Croatoan to find out, a hurricane hit."</li> </ul>	<p>What can you infer about what White may have believed happened to the colonists?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Write two lines from the article that support the inference on the right.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>The colonists who settled America were responsible for the deaths of many Native people and the destruction of much of their culture.</p>





Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Roanoke Words

**Directions:** The terms below are highlighted in bold in this issue's nonfiction article, "The Mystery of Roanoke." We've given you a close look at their meanings. Preview the definitions here, and refer back to them when needed as you read.

## 1. acres

**In the story:** "But if you joined England's colony, you could get at least 500 acres of land in America—an area 25 times the size of the queen's palace!" (p. 6)

**Meaning:** Acres are a unit of measurement used in America and Britain. Acres usually measure an area of land. One acre is 4,840 square yards, or slightly smaller than a football field.

## 2. allies

**In the story:** "And with few Algonquian allies in the area to trade with, they would barely be able to survive the winter." (p. 8)

**Meaning:** Allies are people, groups, or countries that help or support another person, group, or country.

## 3. archaeologists

**In the story:** "More recently, teams of archaeologists have combed through areas around Roanoke, including Croatoan." (p. 9)

**Meaning:** Archaeologists are scientists who study people and cultures from long ago, often by digging up old buildings, objects, and bones and examining them carefully.

## 4. colonists

**In the story:** "Within three years, he and the other colonists would vanish from the face of the Earth." (p. 6)

**Meaning:** Colonists are the people who help create a colony and live there. (see next word)

## 5. colony

**In the story:** "Robert, his dad, and about 115 other people had come here for an important mission: to start a colony, a little piece of England in America." (p. 5)

**Meaning:** A colony is an area controlled by another country that is usually far away. People from that distant country move to the colony and live there. Many European countries, including Portugal, Spain, the Netherlands, Britain, and France, set up colonies in the Americas in the 1500s so they

Continued on next page >







Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Roanoke Words, p. 2

could take the land's natural resources. Eventually, Britain became the most powerful force in North America and controlled 13 colonies along the east coast. These colonies didn't like being controlled by a country that was so far away, so they fought a war to become their own country, the United States.

### 6. explorers

**In the story:** "Kings and queens sent explorers across the ocean: Christopher Columbus, John Cabot, Ferdinand Magellan. Tales of their journeys spread across Europe." (p. 6)

**Meaning:** Explorers are people who travel to places to learn about them or to find something. During a period called "the Age of Exploration" in the 1400s and 1500s, explorers sailed around the globe searching for lands that were new to them and routes to places where they could buy and sell goods. Christopher Columbus, one of the most famous explorers from this time, sailed west from Spain to try to find Asia. Instead, he landed on what is now known as the Bahamas. Portuguese explorer Ferdinand Magellan led the first ship voyage around the world. He died before the trip was over, but his crew completed it. John Cabot was an Italian explorer who sailed from England to what is Canada today.

### 7. Native peoples

**In the story:** "At that time, millions of Native peoples were living across America, members of hundreds of different tribes." (p. 7)

**Meaning:** The Native peoples of an area are the first people to live there. The Native peoples of North America have been living here for more than 15,000 years. Today, millions of Native peoples still live in America. American Native peoples are often called American Indians or Native Americans. However, many prefer to be called by the name for their group in their own language.

### 8. the New World

**In the story:** "Few could have imagined the wonders of the New World, as they called it." (p. 6)

**Meaning:** The New World was what Europeans called North, Central, and South America after Christopher Columbus traveled there in the late 1400s. Although millions of Native peoples had lived on the land for thousands of years, it was the first time Europeans had explored it, so they called it "new."

### 9. settlers

**In the story:** "These settlers built new towns while collecting (and sometimes stealing) natural treasures." (p. 6)

Continued on next page >





Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Roanake Words, p. 3

**Meaning:** Settlers are people who set up their homes in a new place after moving there. Sometimes, settlers force other people living in the area to leave. Settlers came from several countries to North America to live in the colonies. Many were looking for a new life, escaping hard times and rules that kept them from practicing their own religions. However, they often forced the Native Americans who were already living there to leave.

### 10. tribes

**In the story:** "When the settlers arrived on Roanoke Island in 1587, some 7,000 Native American people were living in that area. Most belonged to tribes that were part of a big group known as the Algonquian." (p. 7)

**Meaning:** Tribes are groups of people—often of related families—who live in the same area and share the same language, culture, and history.



Date	SOLS	ACTIVITIES
Mon., April 20	Inferences 7.6C	Use <b>The Mystery of Roanoke</b> -complete Making Inferences  <b>Virginia SOL Coach Workbook – Lesson11; pgs. 78-83</b>
Tues., April 21	Grammar: Apostrophes 7.8	Read <b>Manners Around the World</b> Grammar Cops-add the missing apostrophes and complete Grammar in Context Apostrophes page. Read <b>Fun Facts About Money</b> Grammar Cops-add the missing apostrophes.  <b>Virginia SOL Coach Workbook – Lesson 1; pgs. 10-15</b>
Wed., April 22	Vocabulary Read 7.4E 7.4G 7.4F 7.5J 7.5A	Complete <b>The Day the Worms Moved In</b> Vocabulary Sheet. Read <b>The Day the Worms Moved In</b> and complete Plot Sheet.  <b>Virginia SOL Coach Workbook – Lesson 14; pgs. 104-109</b>
Thurs., April 23	Plot/Character/ Theme/Pt of View 7.5A 7.5B 7.5D	Complete <b>The Day the Worms Moved In</b> Character page and Critical Thinking page.  <b>Virginia SOL Coach Workbook – Lesson 15; pgs. 110-115</b>
Fri., April 24	Grammar: Capitalization 7.8	Read <b>Fun Facts From Sports History</b> Grammar Cops-correct the mistakes and complete Correct Your Capitals Page.  <b>Virginia SOL Coach Workbook – Finish any Incomplete Coach lessons.</b>

## Internet Resources:

- [Readtheory.org](http://Readtheory.org)
- <https://www.ereadingworksheets.com/>
- <https://www.ixl.com/?partner=educatorsnetwork&adGroup>
- <http://www.poetry4kids.com/games/>
- <https://www.superteacherworksheets.com/reading.html>
- <https://www.wordsmyth.net/>
- <https://www.k12reader.com/subject/vocabulary/synonyms-antonyms/>

\*Mrs. Lee's Class can check your Gmail and Google classroom for information to sign up for Khan Academy.

\*\*Free books/stories to listen to: [stories.audible.com](https://www.audible.com/stories)



- <http://www.teach-nology.com/worksheets/graphic/>
- <http://howtohomeschoolforfree.com/free-reading-curriculum/>
- <https://stories.audible.com/start-listen> Audio Books
- <http://howtohomeschoolforfree.com/huge-list-of-virtual-field-trips/>  
Online Field Trips
- [http://www.gutenberg.org/ebooks/search/?sort\\_order=downloads](http://www.gutenberg.org/ebooks/search/?sort_order=downloads) Books online
- <https://allinonehomeschool.files.wordpress.com/2019/10/la-7-printables-book-1.pdf>

\*Mrs. Lee's Class can check your Gmail and Google classroom for information to sign up for Khan Academy.

\*\*Free books/stories to listen to: [stories.audible.com](https://stories.audible.com)





Mrs. Lee Grade 7

## How to join your teacher's Khan Academy class

1. Go to **khanacademy.org/join**
2. Enter your class code and press "Add".  
Class code:      SUAZKSZB
3. If you don't already have an account, press "Create a new account". Enter your date of birth, then sign up using Google, your school email, or by creating a username.
4. Enter your grade and course. Now you're ready to start learning!

Mrs. Lee Grade 7

## How to join your teacher's Khan Academy class

Como unirte a la clase de Khan Academy de tu profesor

- 1 Ve a **khanacademy.org/join**
- 2 Ingresa el código de tu clase y haz clic en "Agregar" Código de clase:                       
SUAZKSZB
- 3 Si no tienes una cuenta, selecciona "Crear una cuenta nueva". Ingresa tu fecha de nacimiento, luego inicia sesión usando Google, tu correo electrónico escolar o creando un nombre de usuario.
- 4 Selecciona tu grado y curso. ¡Ya puedes empezar a aprender!

## Internet Resources:

- [Readtheory.org](http://Readtheory.org)
- <https://www.ereadingworksheets.com/>
- <https://www.ixl.com/?partner=educatorsnetwork&adGroup>
- <http://www.poetry4kids.com/games/>
- <https://www.superteacherworksheets.com/reading.html>
- <https://www.wordsmyth.net/>
- <https://www.k12reader.com/subject/vocabulary/synonyms-antonyms/>
- <http://www.teach-nology.com/worksheets/graphic/>
- <http://howtohomeschoolforfree.com/free-reading-curriculum/>
- <https://stories.audible.com/start-listen> Audio Books
- <http://howtohomeschoolforfree.com/huge-list-of-virtual-field-trips/> Online Field Trips
- [http://www.gutenberg.org/ebooks/search/?sort\\_order=downloads](http://www.gutenberg.org/ebooks/search/?sort_order=downloads) Books online
- <https://allinonehomeschool.files.wordpress.com/2019/10/la-7-printables-book-1.pdf>

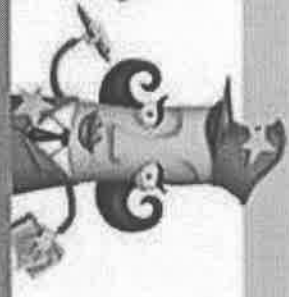
## Internet Resources:

- [Readtheory.org](http://Readtheory.org)
- <https://www.ereadingworksheets.com/>
- <https://www.ixl.com/?partner=educatorsnetwork&adGroup>
- <http://www.poetry4kids.com/games/>
- <https://www.superteacherworksheets.com/reading.html>
- <https://www.wordsmyth.net/>
- <https://www.k12reader.com/subject/vocabulary/synonyms-antonyms/>
- <http://www.teach-nology.com/worksheets/graphic/>
- <http://howtohomeschoolforfree.com/free-reading-curriculum/>
- <https://stories.audible.com/start-listen> Audio Books
- <http://howtohomeschoolforfree.com/huge-list-of-virtual-field-trips/> Online Field Trips
- [http://www.gutenberg.org/ebooks/search/?sort\\_order=downloads](http://www.gutenberg.org/ebooks/search/?sort_order=downloads) Books online
- <https://allinonehomeschool.files.wordpress.com/2019/10/la-7-printables-book-1.pdf>



## Grammar Cop's

# Fun Facts From Sports History



Learn about using capital letters correctly as you discover some surprising sports facts!

### Grammar Cop's Capitalization Rules:

- Capitalize proper nouns. A proper noun names something specific, like a particular person, place, team, or nationality.
- Do not capitalize common nouns. Common nouns do not name specific people, places, or things.

**Directions:** Correct the capitalization mistakes in these sentences. You'll make 15 corrections.

**1** Basketball was invented in 1891 by a massachusetts man named James naismith. Early players threw soccer balls into actual peach baskets.

his real end. He was out for the rest of the game.

**2** The first cheerleaders were all men. They stood on the sidelines at College football games and led songs and chants. They were called "yell teams."

**4** During World War II, many

local players and other athletes joined the American military.

Teams don't have enough players for games, so some

teams joined together. The Philadelphia eagles and Pittsburgh

Steelers became a single team called the "steagles."

**3** One of the strangest baseball injuries happened in 1923. Red Sox pitcher Clarence Bristow slid into second base. Unfortunately, he had put his set of false teeth in his back pocket. The teeth "bit"



**5** The first Dutch settlers of New York City loved sports. Their favorites were ice skating, boating, and a bowling game called staties.

**6** Have you heard the term "pigskin"? It's another word for a football. In the early days of the sport, the ball was really made out of a pig's bladder filled with air.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Correct Your Capitals!

### Rules for Using Capital Letters

1. Capitalize proper nouns. A proper noun names something *specific*, like a particular person, place, team, or nationality.

**Example:** "The morning of May 1, 1915, dawned warm and drizzly in New York City."  
(p. 4)

2. Do not capitalize common nouns. Common nouns do not name specific people, places, or things.

**Example:** "New discoveries in science and technology had made life safer, more exciting, and more connected." (p. 5)

**Directions:** Fill in the blanks in numbers 1-5 with proper nouns. Fill in the blanks in numbers 6-10 with common nouns. Make sure to capitalize—or not—as necessary.

1. If I were the owner of a sports team, I would call it the \_\_\_\_\_.
2. My neighbor's dog is called \_\_\_\_\_, which is perfect for a dog that barks all the time.
3. My friend \_\_\_\_\_ is one of the smartest people I know.
4. Surprisingly, our neighbor from South America speaks not only Spanish, but also \_\_\_\_\_.
5. If I could go anywhere in the world, I'd visit \_\_\_\_\_.
6. While we were at the zoo, we saw a \_\_\_\_\_ in a tree.
7. My family loves to eat \_\_\_\_\_ at celebrations.
8. If I am going to call my mom, I'll need a \_\_\_\_\_.
9. I wear \_\_\_\_\_ when I'm walking in snow.
10. I made that picture with \_\_\_\_\_ and paper.



FICTION

## The Day the Worms Moved In

Nothing terrifies Maddie more than worms. How will she deal with 1,500 of these creepy, slithery creatures in her garage?

By Marlane Kennedy

From the October/November 2019 Issue

Worms! You're going to raise worms in the garage?"

"Yes, Maddie." Mom nods and asks me to pass the Parmesan cheese.

"Cool," says my 6-year-old brother, Avery, his face smeared with spaghetti sauce.

*Cool* is not the word I would use.

Some people have a fear of flying or freak out at the sight of blood. With me, seeing even a single worm makes me ...well, imagine being in the path of an oncoming train. That's the feeling I get when I see a worm. Total panic.

I blame Billy Peppercorn. In kindergarten, he told me to hold out my hands and close my eyes. I knew Billy liked me. So I did as he said, expecting something truly wonderful. Into my hands he plopped his prized possession: a 9-inch night crawler named Buddy that he had been keeping for months in a dirt-filled jar. I screamed and threw Buddy high in the air. Where he landed nobody knows, though Billy spent an hour crying and looking for him. In the end, Billy decided to find someone else to like, and I ended up with a severe worm phobia.

Which is a shame, because Billy Peppercorn is now in my fifth-grade class, and he turned out really cute.

My worm phobia is a secret. You know how kids and brothers are. Once they find out your weakness, you're done for. So I'm not about to mention it now.

I look over at Dad, hoping he'll do something, but he just calmly takes a bite of garlic bread.

"I'm going to use the worms in a composting bin," Mom says. "They'll eat leftovers, leave castings, and create lovely garden soil for me."

"What are castings?" asks Avery.

"Worm poop," Mom answers.

I can't believe my mom is talking about worm poop at the dinner table.

"Will there be enough room in the garage for my car?" my brother Carter asks.





Carter is 16, and his car is rusty and dented, but it's his prized possession. Sort of like Buddy was to Billy Peppercorn.

"The bin won't take up much space. Your car will be fine," Mom says.

I stare at my spaghetti noodles tinged pink with tomato sauce. They look like worms.

I feel sick.

The worms arrived three days ago—  
all 1,500 of them. Who knew you could order earthworms online and have them delivered right to your door? When Mom opened the box, she held up a few, cooed to them, and called them beauties. Beauties? My heart jumped out of my chest and fled the room. I quickly followed.

For several days, the worm-filled box stayed in the living room while Mom prepared their new home. I almost died. But Mom explained that she couldn't just dump them in the composting bin. First, she had to make bedding for them by combining newspaper, soil, manure, and peat moss. Then, she had to wait a few days to make sure the bacteria in the mixture didn't heat things up too much. Temperatures above 85 degrees can kill worms.

We don't have a dog or a cat, but by the way Mom's been fussing and worrying over the worms, you'd think they were our pets! Weird.

Right now, she is all excited and fluttering around the breakfast table because we'll be using the composting bin for the first time.

The entire family marches out to the garage. The composting bin consists of a wooden frame with a hinged mesh lid. There are tiny holes drilled in the bottom and sides for drainage and air. The bin sits atop two sawhorses.

Mom lifts the lid. "*Bon appétit!*" she says, as if the worms can hear and understand her.

Everyone clusters around the bin, tipping cereal bowls so the leftovers spill out. I turn my head away, knowing I'd faint if I caught even a glimpse of pink in the dirt.

Once the lid is safely closed, I notice a couple of bales of straw against the garage wall.

"What's with that?" I point my spoon.

"It's for the winter," Mom says. "Eventually, I'm going to use the straw to protect the worms from the cold."

Worms sure are delicate, I think. Can't be too hot. Can't be too cold.

My mind turns to trickery. A heating pad shoved into the worm bedding. Or ice cubes. Ice cubes would be better, I decide. The evidence would melt, and I'd be in the clear.



Except for one problem.

There's no way I'd be able to stick my hand in that bin to shove anything down. Dribbling food from a foot above is bad enough.

You'd think that after two months I'd get used to the idea of worms in the garage. But I'm still creeped out. Most of the time, I manage to finish every sliver of food on my plate, just so I can avoid being in the presence of that bin. The worms are always on my mind anyway, though. My bedroom is above the garage, and sometimes I lie awake in the middle of the night worried that the floor will collapse and I'll fall into oodles of worms. Or out of the blue, I'll feel slimy and gross for no reason at all. Sharing my home with those things is a living nightmare!

It's a Saturday morning, and Mom is out of town visiting my aunt. Dad woke up early to take Avery to an indoor soccer tournament. Carter is still sleeping, and I'm eating breakfast. I look out the kitchen window and see a light dusting of first snow. Two days ago it was in the 60s! Midwest weather. Go figure.

I have a few tidbits of toast I am unable to finish. I consider putting what's left down the garbage disposal, but thinking about Mom makes me feel guilty, so I go ahead and brave the garage. If I don't actually see the worms, I can handle it. Sort of.

I open the door, and it takes a moment to fully comprehend what is before me: hundreds of worms writhing a round under the composting bin and across the floor.

I scream a top-of-my-lungs scream, hoping Carter will come to rescue me. I continue screaming until I realize Carter isn't coming. I also realize some of the worms are no longer wiggling.

They're dead.

I watch helplessly as worms drop from the holes at the bottom of the bin onto the floor below

Maybe I should close the door and not tell anyone. Maybe the worms will all die. But what if most of them don't? What if they find their way inside? To wherever I am? Like in some kind of horror movie?

I tear upstairs to Carter's room and shake him. "The worms escaped!"

"What?" he says, yawning.

"There are worms all over the garage floor! What are we going to do?"

"How am I supposed to know? Call Mom on her cell phone." Carter covers his head with his blanket.

I tumble downstairs and call Mom. "The worms! They're dropping onto the floor," I yell into the phone.



Mom sounds upset. She explains that when it turns cold, worms burrow into the ground to find warmth. Since these guys weren't in the ground, they burrowed themselves right out of the drainage holes in the bottom of the bin. She didn't think it would get that cold overnight.

"You have to act fast," she says.

"Round up the worms that are still alive and put them back in the bin. Take the bin off the sawhorses and move it closer to the ground. Prop it up on a few bricks—there are some near Dad's workbench. Once straw is placed on top of the bin and around it, the worms should be better protected from the cold. Hurry!"

I scramble back out to the garage, flip open the lid to the bin, and take a deep breath. Kneeling down, I begin pushing the worms into a pile. I cradle about 15 between my hands and carry them back to their home. I try not to think about how cold and disgusting they feel. I avoid looking down, fearful I'll toss them into the air in a fit of fright, and carry pile after pile to the bin. When the floor is finally clear, I scurry upstairs to wake Carter. "Mom says we have to move the bin. Now!"

He stumbles sleepily down the stairs after me.

Carter and I move the bin to the ground, shaking straw around it. I round up a few more worms, take a deep breath, and study the floor. Estimated death toll: about 30 worms. Not enough to put a kink in Mom's composting plans, which should make her happy.

I go into the house and scrub my hands, using hot water and plenty of soap. I feel good about saving the worms.

Billy Peppercorn would be proud of me, I'm sure.

Actually, I'm pretty proud of myself. I faced my fear. And I survived.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Maddie's Moment of Truth

**Directions:** Answer the questions in the chart below to help you figure out how Maddie changes in "The Day the Worms Moved In." Use specific examples from the beginning, middle, and end of the story.

## Beginning

How does Maddie feel when she learns that her mom will be raising worms in their garage?  
Why does she feel this way?

## Middle

When is Maddie forced to go near the worms? How does this make her feel?  
How do her feelings contrast with those of her mom?

## End

What forces Maddie to face her fear of worms? What action does she take?  
How does she feel as a result?

**Your turn!** Do you think Maddie's feelings about the worms will change? Write a prediction on a separate sheet of paper, making sure to include Maddie's feelings and how she responds to those feelings.

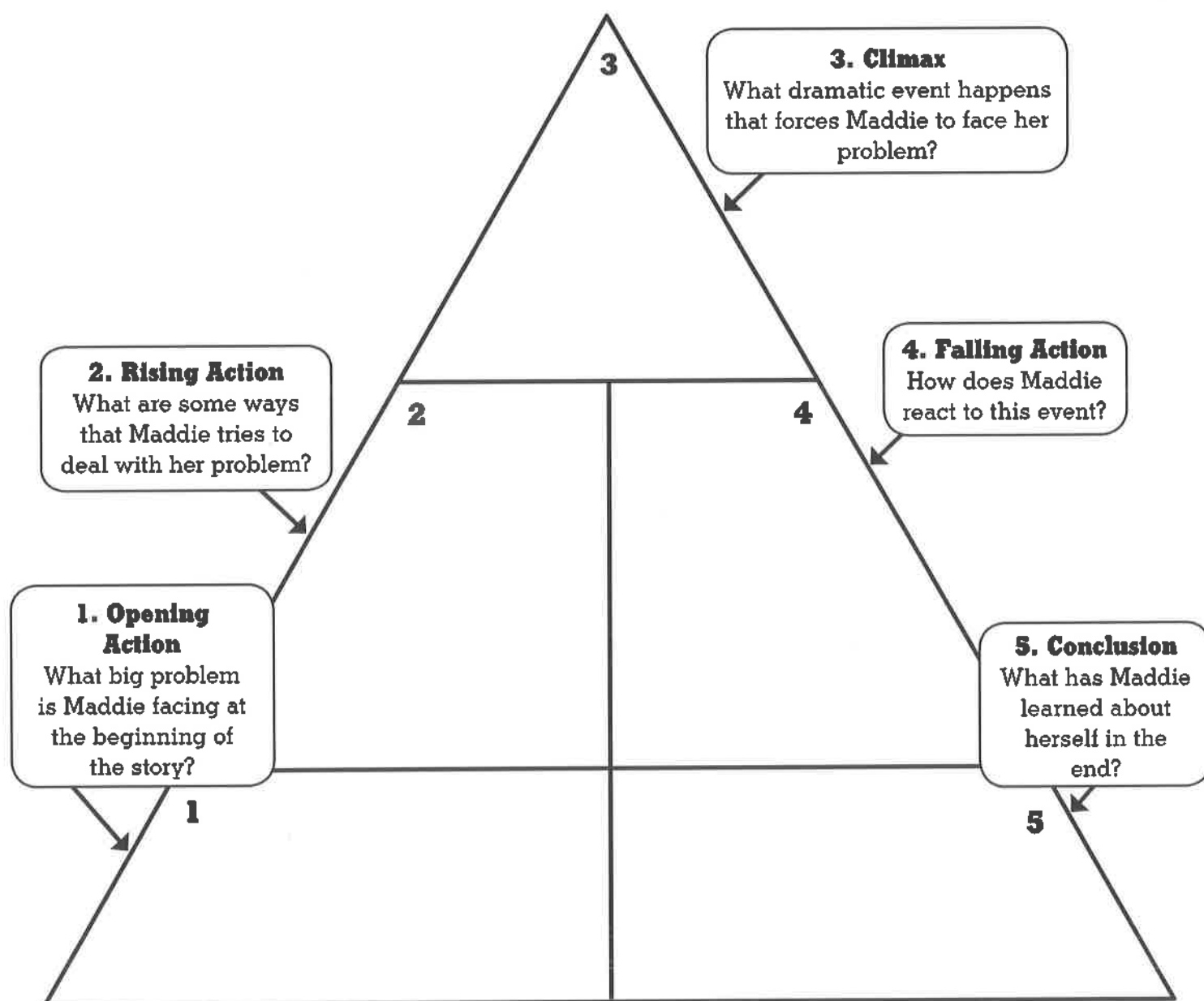




Name: \_\_\_\_\_ Date: \_\_\_\_\_

# The Plot of the Worms

**Directions:** The action of a story is called the plot. Many plots start with a problem or issue. The issue gets more complicated until it reaches a climax, or turning point—usually the most dramatic part of the story. The result of the climax follows, then the conclusion. Fill in each block in the pyramid below to identify the plot parts of "The Day the Worms Moved In." Use the prompts to help you.





Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Think About It!

**Critical-Thinking Questions:** After reading "The Day the Worms Moved In," think about the whole story to answer the questions below.

1. What message do you think the author wants you to take away from the story?

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2. Who is the narrator of the story? How would you describe the way she tells it (for example, serious, angry, funny, etc.)? Support your answer with examples from the story.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Think About It! p. 2

3. After reading this story, would you want to try worm composting? What might be some advantages or disadvantages?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Pick Your Own Vocabulary Words

**Directions:** We've given you the definitions of five important words from this issue's story "The Day the Worms Moved In." Look for the words as you read. Then pick out three more words that are new to you. Write their definitions, using context clues or a dictionary to help you.

WORD	PAGE NO.	IT MEANS . . .
1. burrow	14	to dig a tunnel or hole in the ground to have a safe place to stay or to live (for animals)
2. composting	11	heaping together old leaves, food scraps, manure, and other natural materials so they can change into soil
3. phobia	11	an extreme fear
4. sawhorses	12	racks to place wood on when it's being sawed 
5. writhing	13	wiggling and squirming
<b>MY OWN WORDS:</b>		
6.		
7.		
8.		





Date	SOLS	ACTIVITIES
Mon., April 27	Vocabulary Read Paired Texts 7.4E 7.4G 7.6A 7.6M	Complete <b>The Amazing History of Dogs</b> Vocabulary Sheet. Read <b>The Amazing History of Dogs</b> .  <b>Virginia SOL Coach Workbook – Lesson 2; pgs. 16-21</b>
Tues., April 28	Organize/Analyze Synthesize Info 7.6K 7.7L	Complete <b>The Amazing History of Dogs</b> Close Reading and Critical Thinking.  <b>Virginia SOL Coach Workbook – Lesson 8; pgs. 60-65</b>
Wed., April 29	Organize/Analyze Synthesize Info 7.6K 7.7L	Complete <b>The Amazing History of Dogs</b> Putting it All Together and Find the Evidence pages.  <b>Virginia SOL Coach Workbook – Lesson 5; pgs. 34-39</b>
Thurs., April 30	Summary 7.7D 7.7E 7.6H 7.6I	Complete <b>The Amazing History of Dogs</b> Writing a Summary. Use the template to rewrite the summary on a separate sheet of paper.  <b>Virginia SOL Coach Workbook – Lesson 3; pgs. 22-27</b>
Fri., May 1	Text Structures 7.6B 7.6E	Complete <b>The Amazing History of Dogs</b> Understanding text structures page.  <b>Virginia SOL Coach Workbook – Begin Ch. 1 Review – pgs. 46-51</b>

## Internet Resources:

- Readtheory.org
- <https://www.ereadingworksheets.com/>
- <https://www.ixl.com/?partner=educatorsnetwork&adGroup>
- <http://www.poetry4kids.com/games/>
- <https://www.superteacherworksheets.com/reading.html>
- <https://www.wordsmyth.net/>
- <https://www.k12reader.com/subject/vocabulary/synonyms-antonyms/>
- <http://www.teach-nology.com/worksheets/graphic/>
- <http://howtohomeschoolforfree.com/free-reading-curriculum/>

\*Mrs. Lee's Class can check your Gmail and Google classroom for information to sign up for Khan Academy.

\*\*Free books/stories to listen to: [stories.audible.com](https://www.audible.com)



- <https://stories.audible.com/start-listen> Audio Books
- <http://howtohomeschoolforfree.com/huge-list-of-virtual-field-trips/> Online Field Trips
- [http://www.gutenberg.org/ebooks/search/?sort\\_order=downloads](http://www.gutenberg.org/ebooks/search/?sort_order=downloads) Books online
- <https://allinonehomeschool.files.wordpress.com/2019/10/la-7-printables-book-1.pdf>

\*Mrs. Lee's Class can check your Gmail and Google classroom for information to sign up for Khan Academy.

\*\*Free books/stories to listen to: [stories.audible.com](https://stories.audible.com)



Mrs. Lee Grade 7

## How to join your teacher's Khan Academy class

1. Go to **khanacademy.org/join**
2. Enter your class code and press "Add".  
Class code:        **SUAZKSZB**
3. If you don't already have an account, press "Create a new account". Enter your date of birth, then sign up using Google, your school email, or by creating a username.
4. Enter your grade and course. Now you're ready to start learning!

Mrs. Lee Grade 7

## How to join your teacher's Khan Academy class

Como unirte a la clase de Khan Academy de tu profesor

- 1 Ve a **khanacademy.org/join**
- 2 Ingresa el código de tu clase y haz clic en "Agregar" Código de clase:                       
**SUAZKSZB**
- 3 Si no tienes una cuenta, selecciona "Crear una cuenta nueva". Ingresa tu fecha de nacimiento, luego inicia sesión usando Google, tu correo electrónico escolar o creando un nombre de usuario.
- 4 Selecciona tu grado y curso. ¡Ya puedes empezar a aprender!

## Internet Resources:

- **Readtheory.org**
- <https://www.ereadingworksheets.com/>
- <https://www.ixl.com/?partner=educatorsnetwork&adGroup>
- <http://www.poetry4kids.com/games/>
- <https://www.superteacherworksheets.com/reading.html>
- <https://www.wordsmyth.net/>
- <https://www.k12reader.com/subject/vocabulary/synonyms-antonyms/>
- <http://www.teach-nology.com/worksheets/graphic/>
- <http://howtohomeschoolforfree.com/free-reading-curriculum/>
- <https://stories.audible.com/start-listen> Audio Books
- <http://howtohomeschoolforfree.com/huge-list-of-virtual-field-trips/> Online Field Trips
- [http://www.gutenberg.org/ebooks/search/?sort\\_order=downloads](http://www.gutenberg.org/ebooks/search/?sort_order=downloads) Books online
- <https://allinonehomeschool.files.wordpress.com/2019/10/la-7-printables-book-1.pdf>

## Internet Resources:

- **Readtheory.org**
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- <https://www.ixl.com/?partner=educatorsnetwork&adGroup>
- <http://www.poetry4kids.com/games/>
- <https://www.superteacherworksheets.com/reading.html>
- <https://www.wordsmyth.net/>
- <https://www.k12reader.com/subject/vocabulary/synonyms-antonyms/>
- <http://www.teach-nology.com/worksheets/graphic/>
- <http://howtohomeschoolforfree.com/free-reading-curriculum/>
- <https://stories.audible.com/start-listen> Audio Books
- <http://howtohomeschoolforfree.com/huge-list-of-virtual-field-trips/> Online Field Trips
- [http://www.gutenberg.org/ebooks/search/?sort\\_order=downloads](http://www.gutenberg.org/ebooks/search/?sort_order=downloads) Books online
- <https://allinonehomeschool.files.wordpress.com/2019/10/la-7-printables-book-1.pdf>



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Find the Evidence

**Directions:** Read each question below carefully. Some will ask you to select text evidence—or details in the story—to support a statement. Others will ask you to respond in your own words, supporting your ideas with text evidence.

1. The authors of "How the Wolf Became the Dog" describe the lives of our early ancestors during the Ice Age as "a daily struggle for survival." Circle the letter of the piece of text evidence that best shows why this was so:

- a. "There were no nations yet, no cities or towns."
- b. "Danger lurked everywhere—diseases with no cures, saber-toothed tigers with 11-inch fangs, elephant-like mastodons with swordlike tusks."
- c. "Roman warriors marched into battle alongside enormous war dogs."
- d. "And so humans let these wolves stick around."

2. In your own words, explain how the friendship between wolves and humans began. Use details from the text.

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3. The section "From Wolf to Dog" explains that the gray wolf is the ancestor of every dog. Circle the letter of the piece of text evidence that best supports this statement:

- a. "Scientists speculate that the first dog appeared between 15,000 and 38,000 years ago."
- b. "Dogs were the first domesticated animals—that is, animals bred and raised to live among us."
- c. "A few wolves crept into human campsites, lured by tasty food scraps."
- d. "They (*wolves living near humans*) became friendlier and more eager to please humans. Eventually, a new kind of creature had developed: the dog."

4. Describe in your own words some of the ways that "humans put dogs to work," according to the article "How the Wolf Became the Dog."

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Find the Evidence, p. 2

5. Circle the letter of the piece of text evidence that supports the idea that dogs are very popular pets in America today.
- a. "A 2015 poll found that 38 percent of U.S. dog owners cook special meals for their dogs."
  - b. "Of course, Americans have embraced other pets too."
  - c. "But until recently, dogs were mainly valued for the work they could do."
  - d. "Today, nearly 50 percent of American families own at least one dog."
6. Using evidence from "How America Went DOG Crazy," explain why people started keeping more dogs as pets beginning in the late 1800s.

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7. Which of the following describes a possible scientific reason for our powerful connection to dogs?
- a. "... when humans and dogs gaze into each other's eyes ... Both the human's and the dog's brains release a chemical that makes them feel close."
  - b. "Dogs have been by the sides of humans for tens of thousands of years."
  - c. "Today, dogs help humans in many incredible ways."
  - d. "They (*dogs*) lead people who can't see. They find people who are lost."
8. Explain in your own words how dogs relate to humans differently than other animals do. Use specific evidence from both texts.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Understanding Text Structures

**Directions:** Text structure is the way an author organizes information in a piece of writing. Authors use different text structures to achieve different purposes. Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about "How the Wolf Became the Dog."

1. What is the main purpose of the article? \_\_\_\_\_

\_\_\_\_\_

Why is a sequence-of-events structure useful for this purpose? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. The authors use description in the first section. What do the authors describe? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. In the section "From Wolf to Dog," the authors explain how "a group of humans and a group of wolves teamed up." Which text structure is this? Explain your answer using examples. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Description

includes details to help you picture or get to know a person, place, thing, or idea.

### Cause and Effect

explains *why* something happened (cause) and *what* happened as a result (effect).

### Problem and Solution

presents a problem and explains how it is solved.

### Compare and Contrast

presents the similarities and/or differences between two items, such as events, time periods, or places.

### Sequence of Events

describes events in the order in which they happen. This is also called *chronological order*.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Understanding Text Structures, p. 2

4. The author uses a sequence-of-events structure in "Hunters, Napkins." Give examples of clues (words or phrases like "the beginning" or "in 1930") that tell you this is the structure. \_\_\_\_\_

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5. Look at the captions below the photographs of the Egyptian mummy dog, Sergeant Stubby, and Balto on pages 16-17. Imagine that the authors put this information into a paragraph rather than in the captions. Which text structure would they most likely use? Why? \_\_\_\_\_

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**You be the author!** Write a paragraph using the photographs and captions of the mummy dog, Sergeant Stubby, and Balto on pages 16-17 as inspiration. Use your answer to question no. 5 to help you.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Putting It All Together

**Directions:** To synthesize means to combine parts from different sources. Answer the questions below to synthesize information from the article "How the Wolf Became the Dog" (HWBD) and the informational text "How America Went DOG Crazy" (HAWDC). We've indicated where you can find each answer.

1. During what time period did the relationship between humans and dogs begin? (HWBD)	
2. When did dogs first appear, and where did they come from? (HWBD)	
3. Until the late 1800s, what was the main role of dogs? (both texts)	
4. How did the role of dogs change during the late 1800s? (HAWDC)	
5. How popular are dogs in America today? (HAWDC)	
6. What are some of the jobs that dogs perform today? (HAWDC)	
7. Why are dogs important to humans? (both texts)	

**Write Now!** Use your answers above to help you respond to the writing prompt at the bottom of page 19.





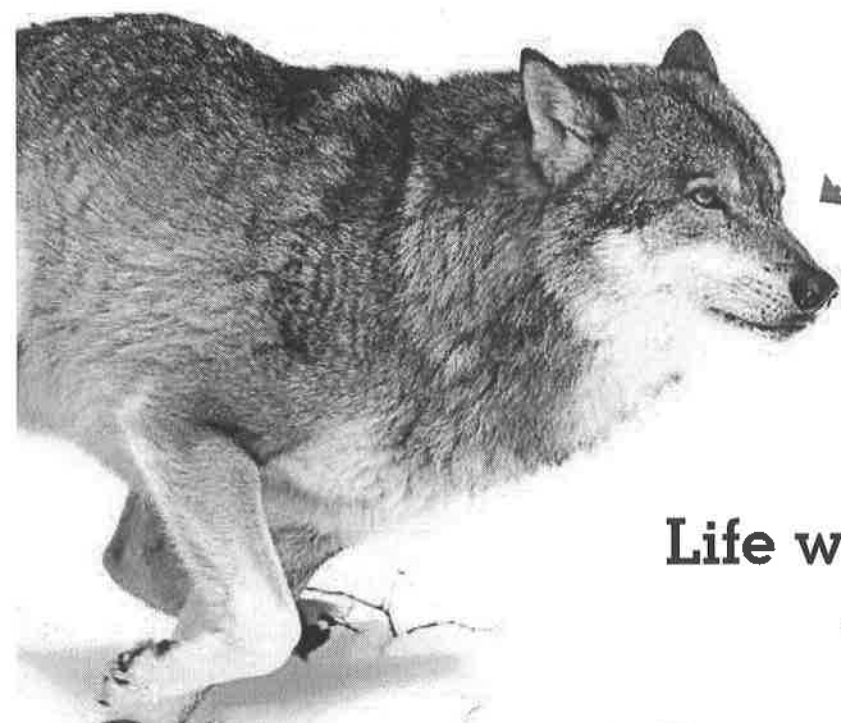


# The Amazing History of Dogs

For thousands of years, dogs have been by our sides. But where did it all begin?

**By Sarah Albee  
and Lauren Tarshis**





# How the Became

## Life was tough for humans A new kind of friend

UP  
CLOSE

**Synthesizing** As you read these articles, look for how dogs, and their relationships with humans, have changed over time.

LOOK FOR WORD NERD'S 6 WORDS IN BOLD



**B**e glad you didn't live on Earth 35,000 years ago.

That was a time known as the Ice Age. Large sheets of ice covered much of Europe, Asia, and the Americas. There were no nations yet, no cities or towns. Many of our early human **ancestors** struggled to survive. They lived in caves or huts made of animal bones. They hunted reindeer with sharpened stones and sticks. Danger was everywhere. There were diseases with no cures. There were saber-toothed tigers with 11-inch fangs. There were elephant-like **mastodons** with long, sharp tusks.

But during this harsh time, something beautiful was born: the friendship between humans and dogs.

### From Wolf to Dog

Dogs have been living with humans for thousands of

years. But scientists are only now starting to understand the history of dogs. There are many mysteries. But one thing is certain: All dogs have the same ancestor, the gray wolf.

This does not mean that a fierce wolf suddenly **morphed** into a yapping Chihuahua with a pink bow. The change happened slowly. It took thousands of years. Experts **speculate** that the first dog appeared between 15,000 and 38,000 years ago.

At that time, many animals posed a threat to humans. Wolves were among them. But at some point, a group of humans and a group of wolves teamed up. How did this happen?

One theory: A few wolves crept into human campsites to eat food scraps. They were less **aggressive** than other wolves.

But they still helped protect humans from other animals. And so the humans let them stay. The gentler wolves ate human food. This helped them live longer than other wolves. They gave birth to even gentler babies, which grew up and had gentle babies too. After a while, there was a new, calmer breed of wolf.



Beloved ancient Egyptian hunting dogs were often turned into mummies.

BRUNO DE FREITAS/SHUTTERSTOCK.COM (WOLF); GRANGER, INC./THE GRANGER COLLECTION (DOG MUMMY)



# Wolf the Dog

during the Ice Age.  
made things better.



## Hunters, Napkins

Centuries went by. The wolves living near humans continued to change. They got smaller. Their ears got floppier. They became friendlier and more eager to please humans. Over time, a new kind of creature developed: the dog.

Dogs were the first **domesticated** animals—that is, animals bred and raised to live among us. Today, there are many kinds of domesticated animals. There are cows that give us milk, chickens that lay eggs, horses that we ride, and sheep that provide wool. But dogs were the first.

Humans began putting dogs to work in new ways. They trained dogs to hunt, fight, and herd animals. Roman warriors marched into battle alongside huge war dogs. In ancient Egypt, favorite hunting dogs were turned into mummies and buried with their owners.

Dogs helped in other ways too. Before people used forks, spoons, and napkins,



Sergeant Stubby was the most famous dog soldier of World War I.

they'd wipe their greasy hands on dogs. On cold nights, people used dogs as foot warmers. In Europe, some kings wouldn't eat their food until their dog had tasted it first. That way, they could tell if the food had been poisoned.

## A Stronger Bond

In the Americas, dogs have been helping humans for many years. Native peoples used dogs as guards and hunting companions. George Washington planned Revolutionary War battles with his hunting dog Sweetlips by his side. In the early 1800s, explorers Lewis and Clark crossed America's western wilderness with a big black dog named Seaman.

Over time, the bond between dogs and people has grown very strong. And it all began thousands of years ago, with a family of wolves howling across a dangerous, frozen land. ■



Balto became a hero for delivering medicine to sick children in Alaska.

**TURN  
THE PAGE  
TO FIND OUT MORE!**



# How America Went DOG Crazy

Today, dogs are more than pets. They're members of the family.

**Y**ap, yap, yap!  
Pant, pant, pant.  
Lick, lick, lick.  
Scout, a little brown dog, seems to be going crazy. He bounces up and down like a furry ball. His tongue flaps from his mouth as he licks everyone in sight.

"He's just excited," sighs 12-year-old Ruby. "He's always excited."

Scout lives with Ruby's family. He yaps loudly. He slobbers. He leaves puddles on the floor. He stains the rug.

No one in Ruby's home ever imagined that they would own such a spoiled, badly behaved little beast. Nor did they imagine that they could love an animal as much as they love Scout.

"He's so annoying," Ruby moans. But



Scout and Ruby



then she grabs Scout and kisses him.

"But he's so CUUUUUUTE!"

You can almost see Ruby's heart melting with love.

And Ruby is not alone.

## Too Dirty and Smelly

Today, nearly half of all American families own a dog. We spend tens of billions of dollars on our dogs each year. There are vet visits, grooming, gourmet treats, and more. A 2015 poll found that 38 percent of U.S. dog owners cook special meals for their dogs. It's no surprise that 96 percent of owners think of their dogs as family members.

Dogs have been by the sides of humans for thousands of years. But until recently, dogs

ISTOCKPHOTO/GETTY IMAGES (TERRIER); COURTESY OF FAMILY (RUBY)





were mainly valued for the work they could do. They chased foxes away from chicken coops. They cleared restaurant kitchens of rats. They hunted for ducks. They pulled sleds over snow. When fires broke out in cities, firehouse dogs cleared the way for fire wagons pulled by horses.

These hard-working dogs were too dirty and smelly to live indoors. If they got sick or hurt, they healed on their own or they died. Most vets treated only animals that were seen as valuable at that time, like horses and cows.

### From Workers to Pets

But by the late 1800s, that was changing. America was becoming wealthier. More people could afford to feed and care for a pet. New and powerful soaps scrubbed dogs clean and killed fleas. Companies started selling dog food, which made feeding a dog simpler. Vets opened offices just for treating

pets. In the 1950s, TV shows like *Lassie* and *The Adventures of Rin Tin Tin* helped turn dogs into popular pets.

Americans love other pets too. There are more

cats than dogs in American homes. But humans have a special connection with dogs. Scientists are just starting to figure out this connection.

### A Surprising Discovery

Studies show that dogs make our lives better. Dog owners tend to get more exercise; those daily walks make them healthier. Dogs can help kids with autism and other challenges cope with stress.

New research is helping to uncover the scientific reason for our connection to dogs. In 2015, Japanese researchers found that when humans and dogs look into each other's eyes, something happens inside their bodies. Both the human's and the dog's brains release a chemical that makes them feel close. It's the same chemical that helps mothers feel close to their babies.

Another study showed that when humans point to something, dogs look where we're pointing. This shows that dogs try to understand us. Not even our closest animal relative, the chimpanzee, does that naturally.

Today, dogs help humans in many ways. They lead people who can't see. They find people who are lost. They comfort wounded soldiers.

But most dogs, like Scout, have just one main job: to love us. And for most of us, that's enough. ■



In the '50s, the show *Lassie* helped turn dogs into all-American pets.



President Franklin D. Roosevelt was rarely seen without his terrier, Fala.

## WHAT'S THE CONNECTION?

Imagine you are a beloved family dog, and you want your puppies to learn about their background. Write a letter to them explaining your species' history, from your wolf beginnings to your current life. Use information from both articles in your letter.

**FIND AN  
ACTIVITY  
ONLINE!**



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Think About It!

**Close-Reading Questions:** Read the feature "The Amazing History of Dogs." Then go back and reread sections of both articles in it to answer the questions below. We've started the first two for you.

1. Based on the section "From Wolf to Dog" in the first article, what animal is the ancestor of all dogs? About when did dogs first appear?

The ancestor of all dogs is

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2. What main quality did the wolves that first teamed up with people have?

The wolves that first teamed up with people were

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Think About It! p. 2

- 3.** Read the section "Hunters, Napkins." What changes did wolves go through as they became dogs?

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- 4.** Look at the article "How America Went DOG Crazy." What can you conclude about how people feel toward dogs from the text on page 18?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Think About It! p. 3

5. Based on the section "From Workers to Pets," what are some reasons that people started to treat dogs as pets rather than as workers?

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**Critical-Thinking Question (big question about both stories):**

6. Both articles offer examples of how humans have turned to dogs to help them. Choose two examples from each article to support the idea that dogs have helped humans for thousands of years. *(Continue on the back if you need more space.)*

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Vocabulary Practice

Here are the vocabulary words from the story "The Amazing History of Dogs."  
Look at their meanings.

**aggressive** (*adjective*) ready and willing to fight

**ancestors** (*noun*) people who were in someone's family in past times; animals in the past from which modern animals developed

**domesticated** (*adjective*) bred or trained to need and accept the care of human beings

**mastodons** (*noun*) animals that were related to the mammoth and lived in ancient times

**morphed** (*verb*) changed completely from one thing into another

**speculate** (*verb*) to form ideas or theories about something

**Directions:** Fill in the circle next to the best answer to each question below.

1. Which of the following means the opposite of **domesticated**?

- (A) energetic
- (B) angry
- (C) dirty
- (D) wild

2. Select the best sentence to follow this:

"Lena decided to research her ancestors."

- (A) "She was curious about kids in other countries."
- (B) "She wanted to learn about life in space."
- (C) "She wanted to learn about her family long ago."
- (D) "She was hoping to send them a postcard."

3. Which of the following might be described as **aggressive**?

- (A) a sleepy kitten
- (B) a hungry lion
- (C) a giggling baby
- (D) a broken computer

4. Where would you NOT see a mastodon?

- (A) in a zoo
- (B) in an illustration in a science book
- (C) as a statue at a natural history museum
- (D) in an animated video about the ancient world

5. Which of the following is a synonym of **morphed**?

- (A) transformed
- (B) grew
- (C) moved
- (D) jumped

6. Which of the following situations would most likely require you to **speculate**?

- (A) returning a library book
- (B) talking to a friend on the phone
- (C) listening to a favorite song
- (D) deciding which team you think will win a basketball game

**Directions:** Answer the questions below.

7. What would be a way that's not aggressive to deal with a bully? \_\_\_\_\_

8. What is something you know about your ancestors? \_\_\_\_\_



Date	SOLS	ACTIVITIES
Mon., May 4	Grammar: Commas 7.8	Read <b>Amazing Facts About Shark Teeth</b> Grammar Cops-add the missing commas and complete Grammar in Context Comma Corrections page. Read <b>Surprising Facts About T-Rex</b> Grammar Cops-add the missing commas.  <b>Virginia SOL Coach Workbook – Finish Ch. 1 Review – pgs. 46-51</b>
Tues., May 5	Vocabulary Read/Plot 7.4E 7.4G 7.4F 7.5J 7.5A	Complete <b>The Penny Tree</b> Vocabulary Sheet. Read <b>The Penny Tree</b> and complete Plot Sheet.  <b>Virginia SOL Coach Workbook – Lesson 6; pgs. 40-45</b>
Wed., May 6	Character 7.5A	Complete <b>The Penny Tree</b> Thought's Words, and Actions page and How Jack Changes  <b>Virginia SOL Coach Workbook – Lesson 9; pgs. 66-71</b>
Thurs., May 7	Poetry 7.5G 7.5E 7.5I	Read the poem <b>Your World</b> and complete the Understanding Poetry page and Think About It page.  <b>Virginia SOL Coach Workbook – Finish any Incomplete Coach lessons.</b>
Fri., May 8	Poetry 7.5G 7.5E 7.5I	Read the poem <b>The Reason For The Pelican</b> and complete the Rhyme Scheme page and Think About It page.  <b>Virginia SOL Coach Workbook – Lesson 16; pgs. 116-121</b>

## Internet Resources:

- [Readtheory.org](http://Readtheory.org)
- <https://www.ereadingworksheets.com/>
- <https://www.ixl.com/?partner=educatorsnetwork&adGroup>
- <http://www.poetry4kids.com/games/>
- <https://www.superteacherworksheets.com/reading.html>
- <https://www.wordsmyth.net/>

\*Mrs. Lee's Class can check your Gmail and Google classroom for information to sign up for Khan Academy.

\*\*Free books/stories to listen to: [stories.audible.com](https://stories.audible.com)



- <https://www.k12reader.com/subject/vocabulary/synonyms-antonyms/>
- <http://www.teach-nology.com/worksheets/graphic/>
- <http://howtohomeschoolforfree.com/free-reading-curriculum/>
- <https://stories.audible.com/start-listen> Audio Books
- <http://howtohomeschoolforfree.com/huge-list-of-virtual-field-trips/>  
Online Field Trips
- [http://www.gutenberg.org/ebooks/search/?sort\\_order=downloads](http://www.gutenberg.org/ebooks/search/?sort_order=downloads) Books online
- <https://allinonehomeschool.files.wordpress.com/2019/10/la-7-printables-book-1.pdf>

\*Mrs. Lee's Class can check your Gmail and Google classroom for information to sign up for Khan Academy.

\*\*Free books/stories to listen to: [stories.audible.com](https://stories.audible.com)



Mrs. Lee Grade 7

## How to join your teacher's Khan Academy class

1. Go to [khanacademy.org/join](https://khanacademy.org/join)
2. Enter your class code and press "Add".  
Class code:        SUAZKSZB
3. If you don't already have an account, press "Create a new account". Enter your date of birth, then sign up using Google, your school email, or by creating a username.
4. Enter your grade and course. Now you're ready to start learning!

Mrs. Lee Grade 7

## How to join your teacher's Khan Academy class

Como unirte a la clase de Khan Academy de tu profesor

- 1 Ve a [khanacademy.org/join](https://khanacademy.org/join)
- 2 Ingresa el código de tu clase y haz clic en "Agregar" Código de clase:                       
SUAZKSZB
- 3 Si no tienes una cuenta, selecciona "Crear una cuenta nueva". Ingresa tu fecha de nacimiento, luego inicia sesión usando Google, tu correo electrónico escolar o creando un nombre de usuario.
- 4 Selecciona tu grado y curso. ¡Ya puedes empezar a aprender!

## Internet Resources:

- [Readtheory.org](https://www.readtheory.org)
- <https://www.ereadingworksheets.com/>
- <https://www.ixl.com/?partner=educatorsnetwork&adGroup>
- <http://www.poetry4kids.com/games/>
- <https://www.superteacherworksheets.com/reading.html>
- <https://www.wordsmyth.net/>
- <https://www.k12reader.com/subject/vocabulary/synonyms-antonyms/>
- <http://www.teach-nology.com/worksheets/graphic/>
- <http://howtohomeschoolforfree.com/free-reading-curriculum/>
- <https://stories.audible.com/start-listen> Audio Books
- <http://howtohomeschoolforfree.com/huge-list-of-virtual-field-trips/> Online Field Trips
- [http://www.gutenberg.org/ebooks/search/?sort\\_order=downloads](http://www.gutenberg.org/ebooks/search/?sort_order=downloads) Books online
- <https://allinonehomeschool.files.wordpress.com/2019/10/la-7-printables-book-1.pdf>

## Internet Resources:

- [Readtheory.org](https://www.readtheory.org)
- <https://www.ereadingworksheets.com/>
- <https://www.ixl.com/?partner=educatorsnetwork&adGroup>
- <http://www.poetry4kids.com/games/>
- <https://www.superteacherworksheets.com/reading.html>
- <https://www.wordsmyth.net/>
- <https://www.k12reader.com/subject/vocabulary/synonyms-antonyms/>
- <http://www.teach-nology.com/worksheets/graphic/>
- <http://howtohomeschoolforfree.com/free-reading-curriculum/>
- <https://stories.audible.com/start-listen> Audio Books
- <http://howtohomeschoolforfree.com/huge-list-of-virtual-field-trips/> Online Field Trips
- [http://www.gutenberg.org/ebooks/search/?sort\\_order=downloads](http://www.gutenberg.org/ebooks/search/?sort_order=downloads) Books online
- <https://allinonehomeschool.files.wordpress.com/2019/10/la-7-printables-book-1.pdf>





# Grammar Cop's Surprising Facts About T. Rex

Practice using commas correctly as you learn some little-known facts about this superstar dino.

Grammar Cop's Rules:

1. Put a comma after words that introduce the main part of a sentence.

• Examples: a) If you join the softball team, I'll join too. b) After the movie ends, let's go for a walk.

2. Use a comma before and, or, but, or so in a compound sentence.

Directions: Replace 10 missing commas in the following sentences.



1 Forget the terrifying T. rex now you've heard in movies. According to one scientist the massive monsters might have crawled like frogs.

2 The T. rex may have been covered in fuzzy leathers or its skin may have been scaly. Researchers aren't sure. Either way it wasn't exactly soft and cuddly!

3 Although the T. rex's arms looked puny they were strong enough to lift more than 400 pounds. A T. rex definitely would have beaten you in an arm-wrestling contest.



4 The T. rex was a scary predator but it had a giant heart—literally. Its heart may have been as big as your entire body!



5 Because it always had nothing more stuck in its mouth the T. rex's mouth was filled with nasty germs. Its bite infected prey with disease and its breath probably wasn't too pleasant either.

6 In a recent study scientists discovered that the T. rex was actually a slipshod. It couldn't run. Sorry, T. rex, no blue moon in the 100-meter dash.

7 Chickens aren't exactly humans so you might be surprised to learn that they're the T. rex's closest modern relatives.



8 The T. rex had superhero-like vision. With eyes 13 times more powerful than ours it may have seen things clearly up to 4 miles away.

9 If you took a T. rex to McDonald's you would have had to be really big, guys. Scientists think it could eat up to 500 pounds of meat in one go. That's a lot of Big Macs!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Comma Corrections

## Rules for Using Commas

1. Put a comma after words that introduce the main part of a sentence.

**Example:** "So far, no one is known to have gotten sick from drinking reused wastewater."  
(p. 32)

.....

2. Use a comma before *and*, *or*, *but*, or *so* in a compound sentence.

**Example:** "She turned her head to look behind her, but her brothers were nowhere in sight." (p. 26)

**Directions:** The commas in the sentences below are in the wrong place! Circle the comma in each sentence, then draw an arrow to show where it belongs.

**Example:** I really like chocolate cake but I would also take vanilla.

1. You can let your dog bark at home alone all day or, you can bring it to doggie daycare.
2. After the rain stopped we, all went to the park.
3. I like soccer more than baseball and my brother, totally agrees with me.
4. Because I love her I'm going to make, my mom an awesome breakfast for Mother's Day.
5. Don't worry we won't get in trouble, for walking on the grass.
6. I often read chapter books but sometimes I still, enjoy reading a picture book.
7. We might go to the movies or we might just stay home, and watch a show on TV.
8. It's funny but I can never remember, how to spell my own middle name.
9. We had a big party for our team, on Friday night and our coach handed out trophies.
10. If you want we can stop by the pool, before going back home.



# Grammar Cop's Amazing Facts About Shark Teeth



Learn comma rules as you sink your teeth into some fascinating facts about sharks' chomper!

## Grammar Cop's Comma Rules:

- Put a comma after words that introduce the main part of a sentence.
- Use a comma before and, or, but, or so in a compound sentence.

**Directions:** Add 10 missing commas to the sentences below.



1 Because they're born with a full set of teeth shark pups can start hunting when they're one day old.

2 Sharks can't get cavities so they don't need to floss!

3 Sharks lose at least one tooth per week but they can grow new ones in a day.

4 Sharks lose thousands of teeth in their lifetimes. It's a good thing they don't have pillows or they would keep the tooth fairy really busy!

5 The giant megajodon shark is extinct so its teeth are valuable collectors' items. They can measure half a foot long and some weigh more than a pound.

6 Unlike human teeth shark teeth don't have roots to keep them in place. They can fall out when a shark bites into its dinner.

7 The shape of a shark's tooth depends on what it eats. Some sharks spear slippery fish with long, needle-like teeth and others crush crabs and clam shells with thick, flat teeth.



8 On fossil websites rare shark teeth can sell for thousands of dollars.

9 Over the course of thousands of years shark teeth turn into fossils on the ocean floor.



# The Reason for the Pelican

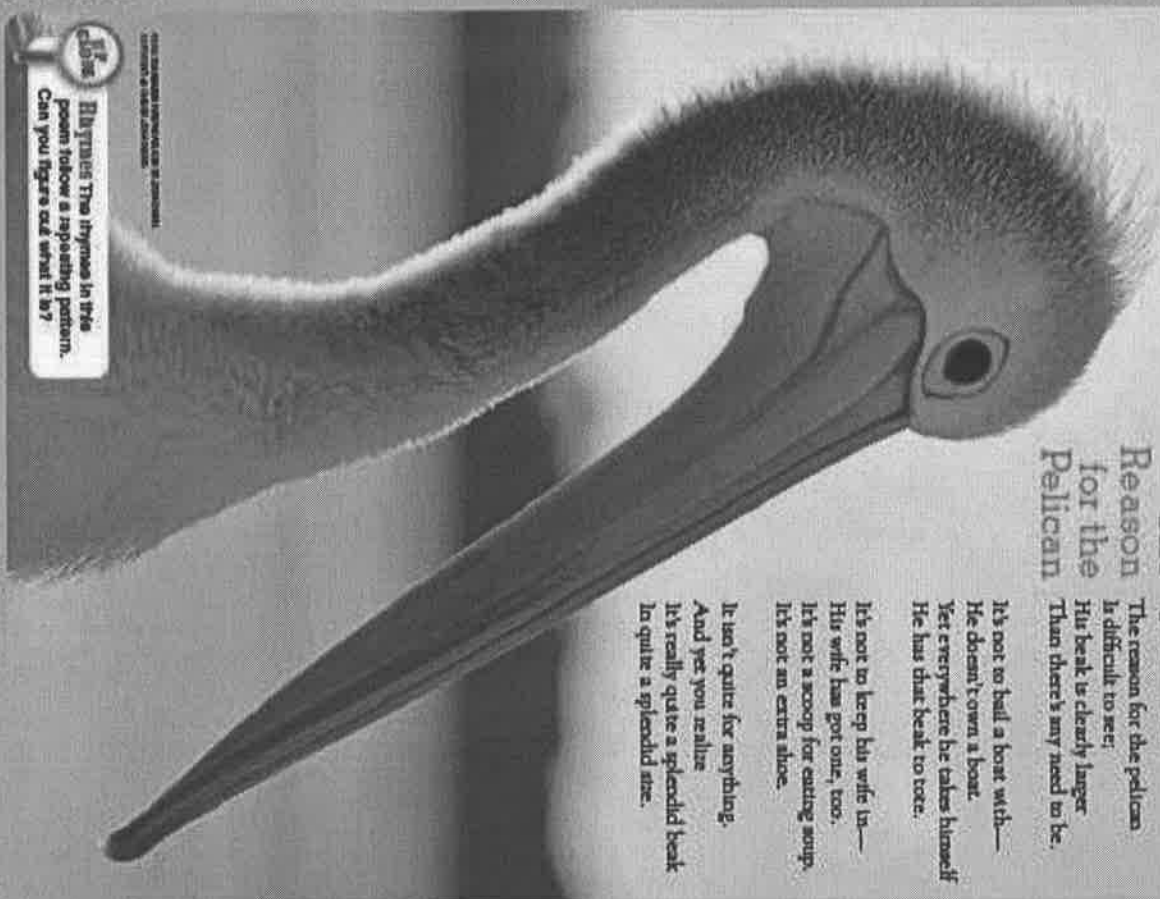
by John Clare

The reason for the pelican  
Is difficult to see;  
His beak is clearly larger  
Than there's any need to be.

It's not to hold a boat with—  
He doesn't own a boat.  
Yet everywhere he takes himself  
He has that beak to tote.

It's not to keep his wife in—  
His wife has got one, too.  
It's not a scoop for eating soup.  
It's not an extra shoe.

It isn't quite for anything.  
And yet you realize  
It's really quite a splendid beak  
In quite a splendid way.



**It's**  
clue  
Highlights the rhymes in the  
poem to show a repeating pattern.  
Can you figure out what it is?

THIS PAGE'S ILLUSTRATION BY JONATHAN  
WILSON & JAMES JOHNSON





Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Think About It!

**Close-Reading and Critical-Thinking Questions:** After reading "The Reason for the Pelican," go back and reread lines from the poem to answer the questions below.

1. Read the first stanza of the poem. Which lines rhyme? Which lines rhyme in the other stanzas? Do the rhymes follow a pattern?

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2. Why do you think the author wrote this poem? What makes you think that?

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3. What is the mood of the poem?

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4. How do the rhymes add to the mood of the poem?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Reason and Rhyme

Rhymes in a poem often follow a repeating pattern. This pattern is called the *rhyme scheme*. In this activity, you'll look for the rhyme scheme in "The Reason for the Pelican."

**Directions:** Answer the questions below to help you find the rhyme scheme of "The Reason for the Pelican."

1. "The Reason for the Pelican" has one set of rhyming words in each stanza (group of lines). What are they?

Stanza 1: \_\_\_\_\_ and \_\_\_\_\_

Stanza 2: \_\_\_\_\_ and \_\_\_\_\_


Stanza 3: \_\_\_\_\_ and \_\_\_\_\_


Stanza 4: \_\_\_\_\_ and \_\_\_\_\_


2. In each stanza, which lines rhyme?

3. The rhyme scheme of a poem is labeled with letters. Follow these steps to find the rhyme scheme of "The Reason for the Pelican."

 Look at the first stanza and read the first line. The first line is always labeled "A." Write "A" next to the first line.

 Read the second line. Does it rhyme with the first line? No. Write "B" next to it to show that it ends in a different sound.

 Read the third line. Does it rhyme with the first or second line? \_\_\_\_\_ What letter do you think you should write next to the third line? \_\_\_\_\_

 Read the fourth line. Which line does it rhyme with? \_\_\_\_\_ Write the letter of that line next to the fourth line.

Now look at the letters you have written next to lines 1 through 4. Copy them in order here:

\_\_\_\_\_

You have found the rhyme scheme of the poem! Look at the next three stanzas. Do they follow the same rhyme scheme? \_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# How Jack Changes

**Directions:** Answer the questions in the chart below, comparing Jack at the beginning of the story with Jack at the end. Use specific examples from the story.

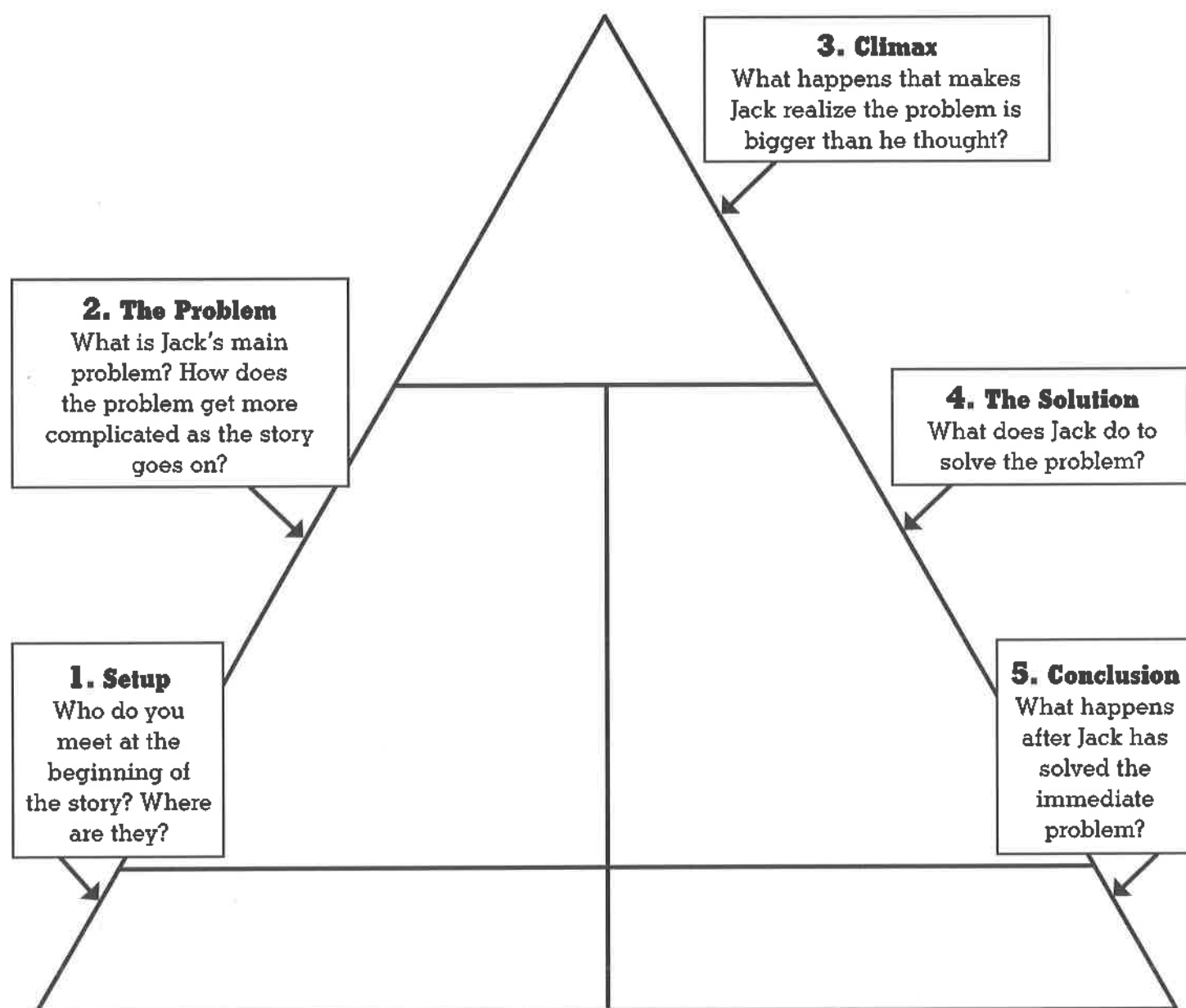
	At first	By the end
1. How does Jack feel about giving Pete a birthday gift?		
2. How clever does Jack think his idea for Pete's gift is?		
3. How does Jack think Pete will react to watering the penny tree six times a day?		
4. What does Jack plan to do with his money?		



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Jack's Problem and Solution

**Directions:** The action of a story is called the plot. Most plots involve a problem. After some complications and important events, a solution is found. Fill in each block in the pyramid below to identify the problem and solution that make up the plot of "The Penny Tree." Use the prompts to help you.







Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Pick Your Own Vocabulary Words

**Directions:** We've given you the definitions of five important words from this issue's story "The Penny Tree." Look for the words as you read. Then pick out three more words that are new to you. Write their definitions, using context clues or a dictionary to help you.

WORD	PAGE NO.	IT MEANS . . .
1. demise	13	the death or end of something
2. fertile	12	having the right conditions to make plants grow
3. regulation (adjective)	12	acceptable according to official rules
4. smarmy	12	polite or kind, but in a way that is not believable; fakely nice
5. sneering	11	smiling or laughing in a way that shows you are looking down on someone or something
MY OWN WORDS:		
6.		
7.		
8.		



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Thoughts, Words & Actions

**Directions:** In the story "The Penny Tree," author Jack Gantos uses Jack's thoughts, words, and actions to develop Jack's character and bring him to life on the page. For each character trait listed on the left, give examples of Jack's thoughts, words, and actions in the story that illustrate the trait.

Character Trait	Thoughts	Words	Actions
Jack thinks up creative ideas.			
Jack would rather spend money than save it.			
Jack cares about his little brother, Pete.			

**Write Now!** Use the thoughts, words, and actions you identified in the chart to help you respond to the writing prompt on page 15: What happens next summer? Write a continuation of the story. Include dialogue between Jack and Pete, plus Jack's thoughts and actions.





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UP  
CLOSE

**Author's Craft** In this story, Jack Gantos gives the characters thoughts, words, and actions that make them come to life. Look for this as you read.

# The Penny Tree

Who says money doesn't grow on trees?

By Jack Gantos | Art by Marcos Calo

**“W**hat are you getting Pete for his birthday?” my older sister, Betsy, asked. Pete was my younger brother. He was going to be 5 years old, and I hadn't gotten him a thing.

“I'm still thinking about it,” I answered, as I wedged my hand between the couch cushions.

“You are not thinking,” Betsy shot back. “You are couch fishing for change because you're broke.”

“I've got plenty of cash,” I lied, my fingers desperately clawing the mysterious spaces within the couch.

“Jack, you spend all your money on yourself,” she said, reading my mind. I had just spent most of my cash on a David Ortiz baseball card.

“Aha!” I shouted, and pulled an old penny out of the crack. “Now I've got something for Pete.” I held the penny up for her to see. “This little penny will change his life,” I announced, without the slightest idea how it might do so. But I kept talking. **“You don't need a lot of cash to give a great gift.” I rapped my knuckles against my head. “You just need a generous imagination.”**

“That's just another way of saying you are cheap!” she said, sneering.

This story is filled with idioms. How many can you find? (Learn more about idioms on page 31!)

↓  
**INTERPRETING  
TEXT**

What does Jack mean by this?









## PLOT

What challenge does Jack face?

"Just you wait," I snapped back. "With this one penny, I will steal the birthday gift-giving show."

"Put your money where your mouth is," she said. **"I bet 10 bucks—that's a thousand pennies—that my gift will be his favorite."**

"You're on," I replied, thinking that I did need a "generous imagination."

**A**fter dinner, Mom brought out the birthday cake. She lit the five candles and said to Pete, "Make a wish."

Pete's eyes rolled up toward the ceiling as he sucked up a whole roomful of air into his lungs, then he leaned forward. **The five little flames didn't know what hit them.** In a split second, there was nothing left but five vanishing trails of smoke.

"OK," Pete announced, grinning. "I'm ready to open presents."

Mom and Dad lifted a big box onto the table. Small hockey players skated across the wrapping paper. Pete ripped it open with one swipe and lifted the top off the box. There were a set of Rollerblades and elbow and knee pads and an orange street-hockey ball. "Awesome," Pete shrieked, and threw his arms around Mom and Dad. "Thank you," he said, then suddenly he turned toward Betsy. "Next," he said.

She took him to the back window and pulled the curtain aside. I looked over Pete's shoulder. On the lawn were a hockey net, a regulation hockey stick, and a goalie's stick. "You are the best sister on the planet," he said and gave her a hug.

Then he looked at me. I felt my ears turn red. The heat was on. **I suppose if I hadn't spent all my money on my card collection, I would be giving him a hockey helmet and a pair of regulation leather hockey gloves or something that would fit the gift-giving theme.** Still, I didn't lose faith in my "generous imagination."

"So," Betsy cut in with her smarmy voice. "What did you get Pete?"

I reached into my shirt pocket and removed a small envelope. On the front of it, I had drawn a tree covered with tiny pennies. Under the drawing, I had written: ONE PENNY TREE SEED.

**I** handed it to him. He opened the metal clasp and shook out the single penny and a piece of paper with planting instructions. He looked suspiciously at the penny, then back at me. Then Mom and Dad and Betsy stared at me. They did not seem pleased with my choice of gifts.

I snatched the planting directions out of his hand. "It reads, 'Plant in fertile soil and water six times daily until a penny tree grows.'"

"Will it actually grow?" he asked.

"Oh, yeah," I shot back. "Absolutely. It's guaranteed. Says so right on the directions."

"Wow!" he shouted. "This is the best gift ever. When the tree grows, I'll have enough pennies to buy an entire ice-skating rink."



## AUTHOR'S CRAFT

What does this line help you picture?

**I suppose if I hadn't spent all my money on my card collection, I would be giving him a hockey helmet and a pair of regulation leather hockey gloves or something that would fit the gift-giving theme.**



## CHARACTER

What different emotions does Jack feel in this paragraph?



"Sure you will," I said, with my "generous imagination" getting away from me. "You could even buy the Boston Bruins."

Pete ran out the back door to go plant his seed.

"Jack," Mom said, "I hope you haven't started something you will regret. Your brother believes everything you say, so don't you dare let him down."

"Don't worry," I said. "It's under control."

As soon as she was out of the room, I turned to Betsy and stuck out my hand. "That will be one thousand pennies, please."

The next morning, Pete woke before I did. When I got up, I peeked out the kitchen window. There he was, watering his seed. I smiled to myself as I poured milk on my cereal. What an incredible gift, I thought. This was definitely the smartest thing I had ever cooked up. It cost me only one free cent, and on top of it, I made a thousand more from Betsy. I felt like a genius. As I ate, I began to imagine what baseball card I'd buy next.

When Pete came in, he was excited. "I think it is growing already," he said.

"Could be," I replied. "Just remember, water it six times per day or else it will shrivel up and die." I figured he'd never be able to keep up the six-times-per-day schedule, and **sooner or later I'd have to announce the demise of the penny tree. And I would be blameless. It was perfect.**

But the first warning I had that Pete's "generous imagination" was bigger than mine was when he came running up to me holding the windup alarm clock in his outstretched hands.

"How many hours apart is it if I water six times per day?" he asked.

I did the math in my head. "Four," I replied.

"Then set this for four hours from now," he said.

I did. When I handed it back to him, he grabbed his little red chair and went outside. When I looked out the window again, he was sitting in his chair, reading a book with the alarm clock on his lap and the watering can to his side. Cute, I thought. Very cute. I should take a picture.

"Where's Pete?" Mom asked. "We have to go to the store and exchange his Rollerblades for a different size."

"Out back," I said, and pointed toward the window.

She looked out. "Oh, that is precious," she said. But then her voice grew serious. "**Jack, you know your brother believes just about anything.** It would be awful of you to burst his bubble."

"He's a little brother," I said. "It's a law that older brothers have to burst the bubbles of little brothers."

"Just don't hurt him," she warned me. "Or there is a parents' law that says there might be consequences."

That was her favorite warning: "There might be consequences." This always got my "generous imagination" worked up. Usually I pictured myself wrapped in chains and handcuffed to a post in our spider-filled basement.

## PROBLEM AND SOLUTION

What problem has Jack solved? What problem has he created?

## PLOT

Why does Jack think his plan is perfect?

## INFERENCE

Why does Jack's mom mention this about Pete?





### CAUSE AND EFFECT

What effect does Pete's story have on Jack?

That night, the alarm went off at midnight and again at four in the morning. Each time, Pete hopped out of bed, turned on his flashlight, and ran outside to water his penny tree.

By morning, I was beginning to feel the "consequences" creeping up on me.

All the next day, Pete kept up his watering routine, and I kept my mouth shut. That night we were sitting in the living room, reading. Pete pulled out his old copy of *The Carrot Seed*. He read it over and over. "This is the greatest book ever," he shouted. "The little boy plants a carrot seed and waters it and waters it, and even though everyone in his family says it won't grow, he still waters it because he believes it will.

**And then, boom, overnight it grows into a giant carrot.** That's just how it is going to be with my penny tree—because I believe in it!"

I peeked over the top of my book. Mom, Dad, and Betsy were peeking up over their books too—and they were glaring at me. I smiled at them. They didn't smile back.

Suddenly, I was beginning to feel bad about myself. Maybe I had gone too far. Maybe Pete was too delicate for my scheme.

"I'll be right back," I announced, and put my book down. I ran to the garage and got a garden spade. Then I went over to the neighbor's yard and dug up a plant that sort of looked like a little tree. I replanted it where Pete had planted his seed. I sneaked back into my bedroom and got a handful of pennies and some tape, and went back outside. Quickly, I taped a few pennies on the branches. "This will make him happy," I said to myself, "and then we can forget about the penny tree."

The next morning, Pete woke me up by jumping up and down on my bed and shouting, "It grew! It grew! I'm rich. Come see!"

I hopped up and followed him outside. "Wow," I said, and made my eyes get real big. "It worked."

He bent down and held one in his hands. "Why are they held on with tape?" he asked.

"That's not tape," I said. "Those are penny stems."

"Cool," he said. Then he asked a question that I gave the wrong answer to. "If I leave them on the tree, will they grow really big, like huge penny hubcaps?"

**"Nah," I replied. "They'll turn into nickels."**

Pete's eyes bugged out. "Nickels!" he shouted. "Then I'll wait to pick them."

Oh, no! I thought. I did it again.

Everything went downhill fast from there. And the more broke I became, the happier everyone else was. First, I had to sneak out in the middle of the night and change the pennies to nickels. And of course, Pete was

### INFERENCE

Why was saying this a mistake?  
What might have made Jack say it?

Write your own question about anything on these pages!



thrilled. When he saw them, he danced a little dance around the yard and announced that he would wait for them to become dimes.

Once again, I dug into my piggy bank and got dimes, and later I sneaked out to put them on the tree. The following morning, Pete went nuts. He did somersaults across the yard and drooled all over himself. Then he decided to hold out for quarters. That night, I changed the dimes to quarters.

The next day, Pete went screaming wildly around the backyard until he was so dizzy he fell over and announced he would wait for 50-cent pieces.

**That night I did the changeover.** The next day, he was bonkers. I tried to get him to pluck the half-dollars off the tree, but no, he was holding out for the dollar bills. That night, I taped 10 single dollar bills all over the tree, and when I finished, I said to myself, "OK, this madness has got to stop. I started it, so I'll finish it."

I took a small pair of scissors and cut off all the leaves from the tree and left them scattered under the tiny branches.

The next morning, Pete and I got up together to water the tree. On the way out of the house, he said, "Maybe after the single dollar bills, there will be five-dollar bills, then tens, then twenties, then hundreds . . ."

I stopped him. "Don't count your chickens before they hatch," I warned him.

When we arrived at the tree, Pete gasped and dropped to his knees. "It died!" he shouted. "All its leaves fell off." He began to cry.

"But dollar bills are still left on the bare branches," I pointed out.

"Why'd it die?" he blubbered. "I loved this tree."

"It's not dead," I said, putting my arm around his shoulders. "It's just that winter is coming. The penny tree has a short growing season. You know, like apples and pears."

Pete wiped his eyes on his sleeve. Then he thought about what I said. He thought about it for so long that I knew I was in trouble.

"You mean it will return next summer?"

"Yes," I said. "Of course it will."

"That is so cool!" he shouted. "I'll be rich all over again."

He was ripping the dollar bills off the tree as I stood up and slowly walked back to my room. **I shook my piggy bank. It was empty.** I better start saving now, I thought. That kid's "generous imagination" is going to cost me every cent I can get my hands on. ■

## CHARACTER

What does this tell you about the kind of brother Jack is?



## CONCLUSION

How did Jack's plan backfire? What did he learn from it?



## WRITE TO WIN

What happens next summer? Write a continuation of the story. Include dialogue between Jack and Pete, plus Jack's thoughts and actions. Send it to "Jack Contest" by February 1, 2019. Ten winners will each receive a copy of *Writing Radar* by Jack Gantos. See page 2 for details.

FIND AN  
ACTIVITY  
ONLINE!







Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Think About It!

**Close-Reading and Critical-Thinking Questions:** After reading "Your World," go back and reread sections to answer the questions below.

- 1.** Based on the first verse, what did the bird who's narrating the poem used to be like? Which lines tell you this?

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- 2.** How does the bird change in the second verse? What makes it want to change?

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- 3.** What happens in the third verse? How do you think the bird feels by the end?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Think About It! p. 2

**4.** How could the bird be like a person? What change would that person go through?

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**5.** Reread the first line, and think about the whole poem. What do you think the poet wants you to learn?

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## UP CLOSE WITH THE POET

Georgia Douglas Johnson  
(1890-1966) was a poet of the  
Harlem Renaissance, a time of  
great creativity among African-  
American artists.



## Your World

By Georgia Douglas Johnson | Art by Susan Swan

Your world is as big as you make it.

I know, for I used to abide

In the narrowest nest in a corner,

My wings pressing close to my side.

But I sighted the distant horizon

Where the skyline encircled the sea

And I throbbed with a burning desire

To travel this immensity.

I battered the cordons around me

And cradled my wings on the breeze,

Then soared to the uttermost reaches

With capture, with power, with ease!

close

Illustration: The speaker in the poem is a bird; how could the bird be compared to a person?



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Understanding Poetry

**Directions:** The poem "Your World" by Georgia Douglas Johnson has some challenging words. As you read, check their definitions here. Then think about the meaning of the words and the lines they're in, and rewrite them as directed in the activity below.

### Stanza 1

**abide:** to stay or live somewhere

1. Read lines 2 and 3 from the poem, then rewrite them in your own words:

*I know for I used to abide  
In the narrowest nest in a corner,*

My own words: \_\_\_\_\_

### Stanza 2

**horizon:** the line where the sky seems to meet the earth or the sea

**encircled:** surrounded or formed a circle around

**throbbed:** felt a repeated pounding, like that of your own heartbeat

**immensity:** an extremely large space

2. Read lines 5 and 6 from the poem, then rewrite them in your own words:

*But I sighted the distant horizon  
Where the skyline encircled the sea*

My own words: \_\_\_\_\_

3. Read lines 7 and 8 from the poem, then rewrite them in your own words:

*And I throbbed with a burning desire  
To travel this immensity.*

My own words: \_\_\_\_\_

Continued on next page >





Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Understanding Poetry, p. 2

### Stanza 3

**cordons:** fences or barriers to block off where people can go

**uttermost:** greatest or most extreme

**rapture:** great joy

4. Read lines 9 and 10 from the poem, then rewrite them in your own words:

*I battered the cordons around me  
And cradled my wings on the breeze,*

My own words: \_\_\_\_\_

5. Read lines 11 and 12 from the poem, then rewrite them in your own words:

*Then soared to the uttermost reaches  
With rapture, with power, with ease!*

My own words: \_\_\_\_\_



Date	SOLS	ACTIVITIES
Mon., May 11	Notes: Myths Legends Epics Fairy Tales 7.5E	Read <b>Myths Legends Epics Fairy Tales</b> and complete the take Notes 1 and Notes 2 pages.  <b>Virginia SOL Coach Workbook – Lesson 10; pgs. 72-77</b>
Tues., May 12	Vocabulary Read 7.4E	Complete the vocabulary practice and vocabulary study pages for <b>Icarus/Daedalus and Phaethon</b> . Read <b>Icarus/Daedalus and Phaethon</b> . <b>Virginia SOL Coach Workbook – Begin Ch. 2 Review – pgs. 96-102</b>
Wed., May 13	Infer/ Comprehend 7.5E 7.5I 7.5J	Use the <b>Icarus/Daedalus and Phaethon</b> to complete the comprehension and text analysis page. <b>Virginia SOL Coach Workbook – Finish Ch. 2 Review – pgs. 96-102</b>
Thurs., May 14	Theme Drawing Conclusion 7.5A 7.5B 7.5I	Use <b>Icarus/Daedalus and Phaethon</b> to complete the drawing conclusion and multiple theme page. <b>Virginia SOL Coach Workbook – Lesson 17; pgs. 122-129</b>
Fri., May 15	Grammar Simple and Compound Sentences 7.8	Complete the grammar in context page-Simple and compound sentences. <b>Virginia SOL Coach Workbook – Lesson 23; pgs. 178-183</b>

## Internet Resources:

- Readtheory.org
- <https://www.ereadingworksheets.com/>
- <https://www.ixl.com/?partner=educatorsnetwork&adGroup>
- <http://www.poetry4kids.com/games/>
- <https://www.superteacherworksheets.com/reading.html>
- <https://www.wordsmyth.net/>
- <https://www.k12reader.com/subject/vocabulary/synonyms-antonyms/>
- <http://www.teach-nology.com/worksheets/graphic/>

\*Mrs. Lee's Class can check your Gmail and Google classroom for information to sign up for Khan Academy.

\*\*Free books/stories to listen to: [stories.audible.com](https://www.audible.com)



- <http://howtohomeschoolforfree.com/free-reading-curriculum/>
- <https://stories.audible.com/start-listen> Audio Books
- <http://howtohomeschoolforfree.com/huge-list-of-virtual-field-trips/>  
Online Field Trips
- [http://www.gutenberg.org/ebooks/search/?sort\\_order=downloads](http://www.gutenberg.org/ebooks/search/?sort_order=downloads) Books online
- <https://allinonehomeschool.files.wordpress.com/2019/10/la-7-printables-book-1.pdf>

\*Mrs. Lee's Class can check your Gmail and Google classroom for information to sign up for Khan Academy.

\*\*Free books/stories to listen to: [stories.audible.com](https://stories.audible.com)



Mrs. Lee Grade 7

## How to join your teacher's Khan Academy class

1. Go to [khanacademy.org/join](https://khanacademy.org/join)
2. Enter your class code and press "Add".  
Class code:        SUAZKSZB
3. If you don't already have an account, press "Create a new account". Enter your date of birth, then sign up using Google, your school email, or by creating a username.
4. Enter your grade and course. Now you're ready to start learning!

Mrs. Lee Grade 7

## How to join your teacher's Khan Academy class

Como unirte a la clase de Khan Academy de tu profesor

- 1 Ve a [khanacademy.org/join](https://khanacademy.org/join)
- 2 Ingresa el código de tu clase y haz clic en "Agregar" Código de clase:         
SUAZKSZB
- 3 Si no tienes una cuenta, selecciona "Crear una cuenta nueva". Ingresa tu fecha de nacimiento, luego inicia sesión usando Google, tu correo electrónico escolar o creando un nombre de usuario.
- 4 Selecciona tu grado y curso. ¡Ya puedes empezar a aprender!

## Internet Resources:

- [Readtheory.org](https://www.readtheory.org)
- <https://www.ereadingworksheets.com/>
- <https://www.ixl.com/?partner=educatorsnetwork&adGroup>
- <http://www.poetry4kids.com/games/>
- <https://www.superteacherworksheets.com/reading.html>
- <https://www.wordsmyth.net/>
- <https://www.k12reader.com/subject/vocabulary/synonyms-antonyms/>
- <http://www.teach-nology.com/worksheets/graphic/>
- <http://howtohomeschoolforfree.com/free-reading-curriculum/>
- <https://stories.audible.com/start-listen> Audio Books
- <http://howtohomeschoolforfree.com/huge-list-of-virtual-field-trips/> Online Field Trips
- [http://www.gutenberg.org/ebooks/search/?sort\\_order=downloads](http://www.gutenberg.org/ebooks/search/?sort_order=downloads) Books online
- <https://allinonehomeschool.files.wordpress.com/2019/10/la-7-printables-book-1.pdf>

## Internet Resources:

- [Readtheory.org](https://www.readtheory.org)
- <https://www.ereadingworksheets.com/>
- <https://www.ixl.com/?partner=educatorsnetwork&adGroup>
- <http://www.poetry4kids.com/games/>
- <https://www.superteacherworksheets.com/reading.html>
- <https://www.wordsmyth.net/>
- <https://www.k12reader.com/subject/vocabulary/synonyms-antonyms/>
- <http://www.teach-nology.com/worksheets/graphic/>
- <http://howtohomeschoolforfree.com/free-reading-curriculum/>
- <https://stories.audible.com/start-listen> Audio Books
- <http://howtohomeschoolforfree.com/huge-list-of-virtual-field-trips/> Online Field Trips
- [http://www.gutenberg.org/ebooks/search/?sort\\_order=downloads](http://www.gutenberg.org/ebooks/search/?sort_order=downloads) Books online
- <https://allinonehomeschool.files.wordpress.com/2019/10/la-7-printables-book-1.pdf>





## Icarus and Daedalus / Phaethon, Son of Apollo

### Comprehension & Text Analysis

#### Comprehension

1. Recall: Why does Daedalus tell Icarus not to fly too high?

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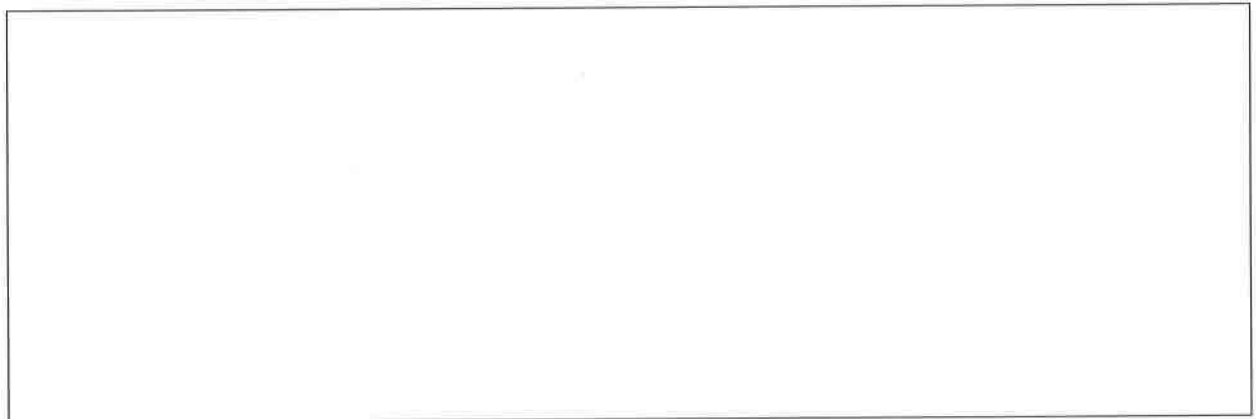
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2. Recall: Why does Phaëthon go to Apollo's palace?

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3. Represent: Make a sketch of Phaëthon in Apollo's chariot. Cite at least three details from the selection that you've shown in your sketch.



Details:

1. 

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2. 

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3. 

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## Text Analysis

**4. Analyze Greek Gods:** What human qualities do the gods in "Phaëthon" display? In your answer, include concrete details about the gods.

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**5. Draw Conclusions:** On the basis of the myths you have read, what conclusions can you draw about the attitude of ancient Greeks toward human nature? Use examples from the text to support your answer.

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**6. Evaluate a Character:** Was Icarus believable to you? Explain whether you think his thoughts and actions are similar to those of a real person. Also tell whether you think people today can relate to someone like Icarus.

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**7. Make Inferences:** How do you think Daedalus eventually felt about his decision to fly away from Crete? Cite details from the myth in your answer.

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# Vocabulary Practice

cunning	rash	deference	reel
dissuade	sustain	precipitous	veer

**A. Directions:** Write the word from the box that best completes each description.

1. If you stagger from an impact, you \_\_\_\_\_.
2. When you treat someone with great respect, you are showing \_\_\_\_\_.
3. When a path descends sharply and steeply, its descent is \_\_\_\_\_.
4. Someone who is clever in a sneaky way is \_\_\_\_\_.
5. If you change direction suddenly, you \_\_\_\_\_.
6. If someone attempts to convince you not to do something, he is trying to \_\_\_\_\_ you.

**B. Directions:** Circle the word or phrase that is opposite in meaning to the boldfaced word.

- |                                |          |            |             |
|--------------------------------|----------|------------|-------------|
| 1. <b>veer</b><br>go straight  | turn     | let go     | change      |
| 2. <b>reel</b><br>roll         | orbit    | stabilize  | redo        |
| 3. <b>precipitous</b><br>rocky | level    | dangerous  | frightening |
| 4. <b>deference</b><br>honor   | applause | disrespect | love        |
| 5. <b>cunning</b><br>gullible  | clever   | crafty     | different   |
| 6. <b>dissuade</b><br>oppose   | distract | persuade   | repent      |



# Vocabulary Study

## WORDS IN CONTEXT

**Directions:** As your teacher reads each item, listen for the boldfaced word. Discuss possible meanings of the word, and write on the chart what you think the word means. After reading “Icarus and Daedalus” and “Phaethon, Son of Apollo,” confirm or adjust your definitions.

1. Hermes was so **cunning** that he invented several complicated board games.
2. Zeus demanded that all mortals show him **deference** by leaving gifts in his temples and obeying his every command.
3. Rhea tried using reason to **dissuade** Cronus from swallowing their children, but he gulped them down regardless.
4. Be careful when you climb the **precipitous** slopes of Mt. Olympus.
5. “The white bull that swam ashore looks interesting,” said King Minos. “I’ll keep it!” But the king would never have made that **rash** decision if he had known that the bull would one day father a monster—the Minotaur.
6. Aphrodite was swept on the waves of the sea until her head began to **reel**.
7. As the dawn-goddess Eos floated across the sky, she felt her body **sustained** by the currents of air.
8. No one could outrun Artemis—she could **veer** to the left and right so quickly that she moved among the forest trees like a swift wind.

Vocabulary Word	Predicted Meaning	Meaning in Selection
1. cunning		
2. deference		
3. dissuade		
4. precipitous		
5. rash		
6. reel		
7. sustain		
8. veer		





## Grammar in Context

### USE SIMPLE AND COMPOUND SENTENCES

An **independent clause** is a group of words that contains a subject and a verb and can stand alone as a sentence. A **simple sentence** contains one independent clause, and a **compound sentence** contains two or more independent clauses joined either by a comma and a coordinating conjunction or by a semicolon.

**A. Directions:** Identify each sentence as simple (S) or compound (C).

- \_\_\_ 1. Phaëthon came to me, and I told him the truth.
- \_\_\_ 2. I gave him permission to drive my chariot.
- \_\_\_ 3. I warned him about the dangers, but he didn't listen.
- \_\_\_ 4. He couldn't control the heavy chariot and wild horses.
- \_\_\_ 5. The earth began to burn; the chariot tipped.
- \_\_\_ 6. Zeus's firebolt hit the chariot and killed Phaëthon.
- \_\_\_ 7. I feel terrible guilt and sorrow over Phaëthon's death.

**B. Directions:** Write two sentences of your own that describe Apollo's feelings about the events in "Phaëthon, Son of Apollo." Make one sentence simple and one sentence compound.

1. Simple \_\_\_\_\_

\_\_\_\_\_

2. Compound \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Icarus and Daedalus

Greek Myth Retold by Josephine Preston Peabody

## Phaëthon, Son of Apollo

Greek Myth Retold by Olivia Coolidge

# Should people always REACH for the stars?



Virginia Standards  
of Learning

7.5a Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict. 7.5c Identify conventional elements and characteristics of a variety of genres. 7.5g Make inferences and draw conclusions based on the text.

Parents, teachers, and others we admire often proclaim that the only limitations placed on what we can achieve are those we place on ourselves. But should we always “reach for the stars” and follow our dream, or should we first consider whether the dream is practical or achievable? The characters in the following selections may provide an answer.

**CHART IT** In the first column of a chart, list dreams or goals that people often mention. In the second column, list the limits that others sometimes put on those dreams. Then tell whether you think the dream is still worth pursuing.

Dream	Limits	Worth Pursuing?
be an actor	not much money at first and few actors are successful	





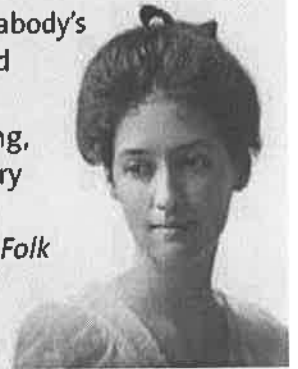
## Meet the Authors

### Josephine Preston Peabody

1874–1922

#### A Born Writer

Josephine Preston Peabody's interest in myths and legends frequently influenced her writing, which included poetry and nonfiction. She published *Old Greek Folk Stories Told Anew* in 1897.

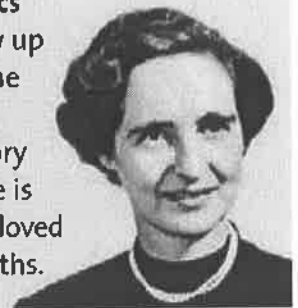


### Olivia Coolidge

1908–2006

#### A Lover of the Classics

Olivia Coolidge grew up in England, where she learned to share her family's love of history and the classics. She is now one of the best-loved retellers of Greek myths.



## BACKGROUND TO THE MYTHS

### Divine Connections

In Greek myths, gods and goddesses frequently have human offspring. Many human, or mortal, heroes are related in some way to the gods.

### The Story of the Sun God

Apollo, who was also called Phoebus Apollo, was the god of the sun. Daily, he pulled the sun into and out of the sky while riding in his chariot.

### Authors Online

Go to [thinkcentral.com](http://thinkcentral.com). KEYWORD: HML7-661



## TEXT ANALYSIS: CULTURAL VALUES IN MYTHS

**Myths** of every culture reveal the values of the society in which they were created. These **cultural values** are considered standards of behavior. In ancient Greece, people told stories that celebrated these values: obedience to elders, knowing one's place, and respect and obedience to the gods.

As you read, notice what happens to each character and decide what values the myth teaches.

## READING SKILL: DRAW CONCLUSIONS ABOUT MULTIPLE THEMES

A **theme** is a message about life or human nature that the writer wants readers to understand. Myths often have **multiple themes**. When themes are not directly stated, you have to draw conclusions to help you identify them. To determine theme, note the consequences of a character's actions, lessons learned by the main character, and the cultural values that are taught.

As you read, use a chart like the one shown to help you draw conclusions about the themes.

	<i>Icarus and Daedalus</i>	<i>Phaëthon, Son of Apollo</i>
<i>Consequences of a character's actions</i>		
<i>Lessons learned</i>		
<i>Cultural values taught</i>		

## VOCABULARY IN CONTEXT

Use context clues in the following sentences to write a definition for each boldfaced word.

1. He had to **veer** to the left to avoid a collision.
2. She tried to **dissuade** him from taking such a risk.
3. They made a **rash** decision to ignore the gods' warnings.
4. The boy has a **cunning** plan to outsmart his opponents.
5. The pathway ended in a **precipitous** drop.
6. Being so high up made the climber's head **reel**.
7. They showed no **deference** to the decision makers.
8. He worked to **sustain** his speed.



Complete the activities in your Reader/Writer Notebook.



# ICARUS and DAEDALUS

Retold by Josephine Preston Peabody

**A**mong all those mortals who grew so wise that they learned the secrets of the gods, none was more cunning than Daedalus.<sup>1</sup>

He once built, for King Minos of Crete,<sup>2</sup> a wonderful Labyrinth<sup>3</sup> of winding ways so cunningly tangled up and twisted around that, once inside, you could never find your way out again without a magic clue. But the king's favor veered with the wind, and one day he had his master architect imprisoned in a tower. Daedalus managed to escape from his cell; but it seemed impossible to leave the island, since every ship that came or went was well guarded by order of the king.

**cunning** (kŭn'ŭng) *adj.*  
skillful, clever

**veer** (vĭr) *v.* to change  
direction; to shift

**Analyze  
Visuals** ▶

What might the red  
shape inside the figure  
symbolize? Explain  
your thoughts.

1. **Daedalus** (dĕd'l-əs).

2. **Crete**: an island in the Mediterranean Sea, southeast of Greece.

3. **Labyrinth** (lăb'ə-rĭnth'): a maze—that is, a complicated network of paths built to cause confusion.

*The Fall of Icarus*, (1944), Henri Matisse.  
Stencil print after a gouache and paper collage.  
Published in the illustrated book *Jazz*, Editions  
Tériade, 1947. © 2008 Succession H. Matisse,  
Paris/Artists Rights Society (ARS), New York.





