

DISTANCE LEARNING FOR FIRSTLINE STUDENTS

PACKET #2

Start Date: Monday, March 30, 2020

GRADE:

K 1 2 ③ 4 5 6 7 8

CONTENT INCLUDED:

① ELA

MATH

SCIENCE

SOCIAL STUDIES

3rd Grade ELA Distance Learning

You will have

- A packet with do nows and writing practice
- Books from ELA class
- A packet with questions about those books

You should

- Complete 1 do now and 1 writing practice a day
- Read the books from ELA class
- Answer questions from the packet about the books

How?

- You may do this on your own at home; your teacher will call daily to check in
- You may log into a Google Hangout and do this work with your teacher
 - Directions and times for how to log in are on the other side of this document

How should I write my essay?

T: topic sentence that answers the prompt
E: evidence (In the text it says...)
E: explain (This shows...)

The morning she left for Camp Kanawa, Maria awoke with a lump in her throat and an ache in her stomach. She had gone on plenty of sleepovers. She'd even spent a whole weekend at Aunt Jolie and Uncle Ed's. So why was she so nervous?

No breakfast today, she thought, imagining the ache turning into nausea and a horrible road trip after a full meal. Then the smell of French toast wafted upstairs. As usual, Maria's stomach grumbled as soon as the French toast-scented air hit her nostrils. *On the other hand, maybe a good breakfast is exactly what I need.*

She gave her arms and legs a good stretch and ambled downstairs.

"There's my big camper!" her mom said, squeezing Maria's shoulders with one arm the way she did when she wanted to give a hug, but was in too much of a rush for a full embrace. She walked briskly to the stove, placed two pieces of French toast on a plate and tapped a canister above them, powdered sugar snowing down.

"Get started while it's hot. Your father's coming down in a minute. I told him to shave. Don't want the grizzly bear—I mean, grizzly beard—to send your new bunkmates running for the woods."

"In all seriousness, Maria, popularity is not important," her mother said, looking her straight in the eyes. "Finding the people who like you for you—that's what matters.

Just be yourself. Just be yourself. Maria repeated the words like a mantra as she sat with her new cabin mates in a circle on the grass.

"Cool bracelet," said the skinny, freckled redhead sitting next to her.

"Thanks. I made it in an embroidery class I took this winter."

"Whoa! That's impressive. Can you teach me how?"

"If you teach me how to do a braid just like the one in your hair. I've mastered the art of French toast eating, but *definitely* not French braiding."

A loud whistle hushed the girls' laughter and buzzing all around them. They looked up to see a beautiful older girl blowing into an acorn top between her thumbs. Her skin was tan and eyes were dark brown, like Maria's, but her dirty blonde hair made Maria feel bored of her plain, black hair.

"Hello! I'm Audrey, one of your two cabin counselors."

The ache in Maria's stomach had officially turned into butterflies—the excited kind.

(Camp)

RI3.1A

1) Read the statement below. Use the text to determine best the answer

Which best describes why Maria's mom makes her French toast?

Go back in your text and annotate before answering

1st ans	Fixed)	
a	a	She is excited Maria is going to camp
b	b	She knows Maria is nervous about camp
c	c	She has to wait for Maria's father to finish shaving
d	d	French toast is delicious with powdered sugar

RI3.1B

2) Circle key words in your answer to question 1

Now, thinking about those key words, choose which piece of text evidence best supports your answer

1st ans	Fixed	
a	a	"There's my big camper!" her mom said, squeezing Maria's shoulders
b	b	tapped a canister above them, powdered sugar snowing down.
c	c	imagining the ache turning into nausea and a horrible road trip after a full meal.
d	d	Don't want the grizzly bear—I mean, grizzly beard

RL3.2

Maria's mother gives her advice before leaving for camp. How does this affect what happens later in the story?

1st ans	Fixed	
a	a	Maria remembers the advice to make new friends
b	b	Maria uses the advice to help herself calm down
c	c	Maria tells the advice to the other campers
d	d	Maria recalls the advice when she meets her new counselors

English Language Arts

READING COMPREHENSION

DIRECTIONS

This session contains two reading selections with multiple-choice, short-response, and open-response questions. For multiple-choice questions, mark your answers by filling in the circle next to the best answer. For short-response and open-response questions, write your answer in the space below the question.

Read the passage to learn about dogs and wolves. Then answer the questions that follow.

from **Is My Dog a Wolf?**

by Jenni Bidner

Close Cousins

- ...
- 1 **I**n the days of your great-great-(add about 1,000 greats)-grandparents, wolves and dogs shared the same ancestor—the ancient wolf. Gradually, over the centuries, dogs evolved and changed to become their own species, and wolves stayed wolves.
 - 2 Even though it has been thousands of years since dogs have been wild, many things a dog does by instinct a wolf also does.
 - 3 How different are they? Well, you can't tame a wolf and turn it into a dog. And a dog that gets lost in the woods will not become a wolf simply because it doesn't live in someone's home. The two species have changed too much in the past thousands of years.
 - 4 Once you understand that dogs and wolves are different, you can look at the ways they are similar. For example, a dog shares a lot more characteristics with a wolf than he does with a cat or a person.
- ...

Can Wolves Be Trained?

- 5 **W**olves are very smart animals, but because they are wild, they have much less interest in being trained. They cannot easily (or as reliably) be taught to do tricks, walk on a leash, or sit on command.
- 6 Dogs, on the other hand, can be trained to do all sorts of things, from shaking hands and jumping through hoops, to guiding blind people, tracking criminals, and sniffing out illegal drugs.

The Nose Knows

- 7 Dogs and wolves can see, of course, but their sense of smell is much more important to them. Their sense of smell is thousands of times better than ours. So, it's not surprising that they use their noses more than we do.
- 8 Think of your room. Picture your bed, desk, clothes, toys, and posters. Humans are very visual. When we think of something, we tend to picture it in our mind.
- 9 Your dog probably pictures your room by its smells as well. The smell of your shampoo on your pillow. The stink of your socks under the bed. Sounds crazy, but it's true.
- 10 Wolves use their sense of smell to find animals such as deer, which they hunt for food. They try to smell dangers, including other wolves or hunters. They also judge the health and moods of other wolves by their smell.
- 11 Dogs are so good at using their noses that many are given smelling jobs. Police dogs use their noses to detect illegal drugs and chase down criminals.



ELA Reading Comprehension

Hear This

- 12 **B**oth dogs and wolves can hear better than we can. They can detect quieter noises as well as a wider range of musical notes. That's why we can't hear a high-pitched silent dog whistle, but dogs and wolves can.
- 13 All wolves have upright pointy ears, but dogs have a variety of ear shapes. It doesn't seem to matter whether your dog has pointed ears, floppy ears, or tiny ears—they can all hear better than we can.
- 14 Wolf and dog ears also do more than just hear. Their shape and position can change, which is an important tool for communication.
- 15 Perky ears mean they are paying attention to someone or something. Scrunched-up ears, especially on dogs with floppy ears, can mean they're worried or fearful. Flattened ears usually mean a warning or aggression. However, softly flattened ears can also be a friendly sign when the dog is trying to please his leader—you!
- 16 Watch your dog's ears so you can learn this important part of dog language.

Through Their Eyes

- 17 **D**ogs and wolves don't see colors as well as most people do. They have trouble telling the difference between red, orange, green, and yellow. This means a yellow toy on a red rug might almost be invisible to them.
- 18 Don't feel too bad for them. They might not be able to appreciate the colors in your art project, but they are excellent at detecting the slightest motion—an important hunting skill.
- 19 Some dogs have better eyesight than others. Certain dogs (especially those with long noses, such as greyhounds) prefer to hunt with their eyes rather than with their noses. They're probably using both, but some dogs favor one over the other.

...

Howling & Yowling

- 20 **W**olves love to howl, which is best described as wolf singing. Howling together



ELA Reading Comprehension

seems to be a bonding experience for the whole wolf family. A few types of dogs, such as beagles and bloodhounds, love to howl as well.

21 Wolves usually bark only as a warning about possible intruders. But barking is probably the most common dog noise. In fact, dogs tend to bark **a lot**. They bark to warn you about strangers. They bark when they play. They bark when they want attention. And some bark just because they're bored.

22 Both dogs and wolves will snarl and growl as a warning to other animals, people, or things that scare them. Always take a growl seriously. It's one of the ways a dog warns you he is thinking about biting because he's afraid, feels threatened, or needs to protect his home area.

...

Why Does My Dog Chew My Stuff?

23 **It's not because he's mad at you.**

24 The wolf pup below is chewing on a deer antler for several reasons. There is some small nutritional value gained by chewing antlers and crunching on bones. It is also the way wolves brush their teeth. (The rough texture of bones scrapes the teeth clean.) But mostly, it is just fun and tastes good.

25 Most of us don't leave antlers lying around the house, so table legs, shoes, and hockey sticks probably seem like good antler substitutes.

26 Many dogs get scared or bored when they are left alone, and chewing on something can be comforting and entertaining to them. If that "something" smells like you, it is all the more appealing. So when he eats your homework, it really means he misses having you around—but don't try explaining that to your teacher.



...

Why Does My Dog Dig?

27 **Digging is a survival tool for wolves, but it's just plain old fun for dogs.**

28 Wolves dig holes to hide leftover food and bones, so they'll have a nice snack for later. Some dig to catch small underground animals such as mice and moles, which make tasty snacks. Or they dig to create a cool

ELA Reading Comprehension

hole to lie in during the summer...or a warm snow cave in the winter. Adult wolves dig underground dens for puppies to provide shelter and safety.

- 29 Dogs may dig for some of the same reasons, but one thing is for sure: freshly dug dirt has all sorts of interesting smells. And dogs (and wolves) love to use their noses.

House Rules

- 30 In the wild, wolves live by wolf rules. Most of their days are spent caring for the young, resting, and hunting. Dogs, however, must live by people rules both inside and outside the home. Their willingness to do this is probably the biggest difference between the two species.

Is My Dog a Wolf? by Jenni Bidner. Text and illustration copyright © 2006 by Jenni Bidner. Reprinted by permission of the author Jenni Bidner.

Mark your choices for multiple-choice questions 1 through 10 by filling in the circle next to the best answer.

- 1 According to the passage, how long did it take for dogs to become different from wolves?

- Ⓐ many days
- Ⓑ many weeks
- Ⓒ many months
- Ⓓ many years

- 2 Based on the passage, which of the following would a wolf be **unlikely** to do?

- Ⓐ growl at a sign of danger
- Ⓑ obey when told to roll over
- Ⓒ follow the scent of an animal
- Ⓓ chew on the bones of an animal

ELA Reading Comprehension

Question 11 is an open-response question.

- Read the question carefully.
- Explain your answer.
- Add supporting details.
- Double-check your work.

Write your answer to question 11 in the lined space below.

11

Based on the passage, describe how dogs and wolves are alike. Support your answer with important information from the passage.

2

It was almost October 31, and Amy was excited. Halloween was her favorite day of the year. She found it more fun than Christmas, because she got so many more presents, in the form of candy. And she also found it more fun than her birthday, because on Halloween, everyone dressed up and had a party, not just Amy!

On the 31st, after Amy's mom had painted whiskers on Amy's face, the two of them set off to explore the neighborhood. They went around her block and then ended up near a park, where a lot of kids were playing in their Halloween costumes. A small house stood at the center of the park. Amy wanted to go closer and investigate. A plaque next to the house said this was the "Old Stone House," built in 1699.

"It's Halloween," her mother said. "I think we should knock on the door and find out!"

Amy was a little nervous, so she held onto her mother's hand as they walked up to the door. They knocked. No response. Amy tried again, this time more loudly. She thought she heard voices inside. Children's voices?

"Hello?" she called out. "Anybody home?"

Silence.

Amy and her mother walked all around the house, upstairs and downstairs. It was dark, and there were no light switches. It was hard to make out much detail, but Amy could imagine that a family had lived there three hundred years before. There was clearly no candy to be had, so they decided to leave. Right as Amy was shutting the door, she swore she saw a little girl, very pale, run past her in the living room. "Come back soon!" the girl whispered to Amy, which gave Amy the chills.

"What's wrong?" her mother asked her.

"Oh, nothing," Amy said. She decided that the ghost girl in the Old Stone House would be her Halloween secret.

(Halloween)

RI3.1A

2) Read the statement below. Use the text to determine best the answer

Which best describes why Amy likes Halloween?

Go back in your text and annotate before answering

1st ans	Fixed)	
a	a	She wants to eat a lot of candy
b	b	She enjoys spooky adventures
c	c	She likes having fun with other people
d	d	It reminds her of Christmas

RI3.1B

2) Circle key words in your answer to question 1

Now, thinking about those key words, choose which piece of text evidence best supports your answer

1st ans	Fixed	
a	a	Halloween was her favorite day of the year.
b	b	she got so many more presents, in the form of candy
c	c	everyone dressed up and had a party, not just Amy
d	d	I think we should knock on the door and find out!"

RL3.2

Amy's mother encourages her to knock on the door. How does this affect what happens later in the story?

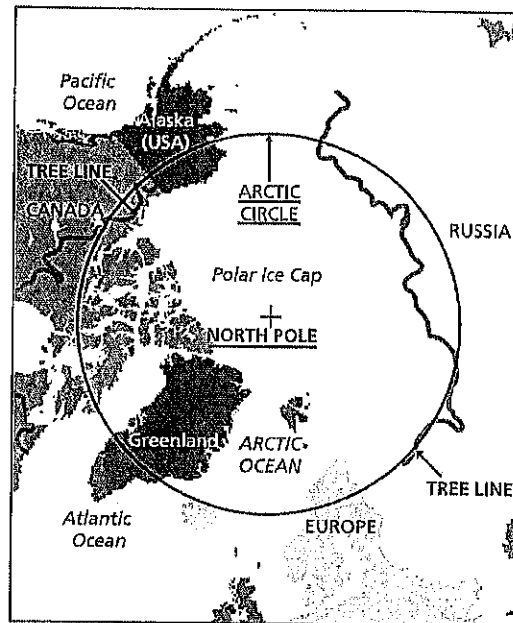
1st ans	Fixed	
a	a	It makes her feel brave enough to go inside
b	b	It helps her figure out what to do
c	c	It makes her excited to explore with her mom
d	d	It scares her when she sees the ghost

Today you will read two passages. Read these sources carefully to gather information to answer questions and write an essay.

Excerpt from *Plight of the Polar Bear* by Ned Jensen

Built to Survive

❶ Polar bears are adapted to survive the severe conditions of the Arctic. They appear to be all white, but each strand of hair is actually transparent. It has been commonly believed that this clear fur carries sunlight to the bears' black skin, where it is absorbed and changed to heat. However, studies on polar bear fur have proven that it does not transmit sunlight to a bear's skin. Since the sun is either low on the horizon or not even above the horizon during the coldest Arctic months, it wouldn't make much difference if the fur was able to transmit sunlight to the bear's skin.



- ❷ Polar bear fur is waterproof, so the icy waters in which they swim don't make them cold. Their white fur also helps them to blend in with the snow, making it easier for them to stalk their prey.
- ❸ Polar bears' main food source is seals, but they also eat walruses, smaller whales, and some land animals. They do most of their seal hunting during the winter months when ice forms over the Arctic Ocean. By blending into the snowy landscape, a polar bear poised to pounce may not be spotted by a seal. Polar bears will wait patiently for hours near a hole in the ice where seals come up for air.
- ❹ Adult polar bears need to eat a great deal of food to survive. Their bodies store fat to get them through the seasons in which they are not

hunting. They have large stomachs and will eat nearly 45 kilograms (100 lbs) in a single meal. That would be like eating 400 quarter-pound hamburgers at one time!

⑤ Two layers of fur and a thick layer of body fat insulate polar bears from extremely cold temperatures. They even have fur on the bottoms of their large paws.

⑥ Polar bears are excellent swimmers. They have been spotted hunting seals up to 80 kilometers (50 mi) out to sea. They swim with their heads above water by dog-paddling at over 9 kilometers (6 mi) per hour. These bears use their huge paws like large paddles to move through the water. A thick layer of blubber helps them remain afloat.

1. What is the most likely reason the author included the map with the text?

- Ⓐ to show where it is coldest
- Ⓑ to show where polar bears live
- Ⓒ to show where the North Pole is located on Earth
- Ⓓ to show how much of the world is covered with water

2. Part A

Which statement is a main idea from the passage "Built to Survive"?

- Ⓐ Polar bears have body characteristics that help them live where it is very cold.
- Ⓑ Polar bears have a thick layer of body fat.
- Ⓒ Polar bears have two layers of fur.
- Ⓓ Polar bears blend into the snowy landscape.

Part B

Which two details support the main idea from Part A?

- Ⓐ Polar bears have body characteristics that help them live where it is very cold.
- Ⓑ Polar bears have a thick layer of body fat.
- Ⓒ Polar bears have two layers of fur.
- Ⓓ Polar bears blend into the snowy landscape.

Excerpt from *Giant Pandas* by Kira Freed**Meet the Giant Panda**

❶ Giant pandas are among the most loved animals in the world. Members of the bear family, giant pandas are easily recognizable because of their thick black-and-white fur.

❷ Wild giant pandas remain in the wild in only one place on Earth—the forest-covered mountains of western China. They are so rare and endangered that they have become a symbol of the effort to protect Earth’s animals.

Food and Feeding

❸ The name *panda* comes from the language of Nepal, a country near China. Panda means “bamboo eater,” and bamboo makes up almost all of a panda’s diet. Bamboo, a kind of grass that grows extremely tall, is plentiful in the cold, damp, high mountains where pandas live.

❹ Bamboo is low in the nutrients that pandas need for energy. For this reason, pandas must eat an amazing amount of bamboo in order to get enough nutrients. An adult panda spends as many as sixteen hours a day eating up to 18 kilograms (40 lbs) of bamboo.

Giant Panda Life Cycle

❺ Giant pandas are mammals, and like all mammals, they give birth to live young and nurse them. A female panda begins having cubs when she is five or six years old, and then she gives birth to only one or two cubs every few years. A mother panda must work full-time to care for just one baby. She usually raises only one cub and ignores any others, which then die of neglect.

❻ At birth, newborn pandas are tiny, blind, and completely dependent on their mother’s care. Because they are so helpless, they are vulnerable to predators. A baby panda develops slowly and cannot walk until the age of four months. It stops nursing and begins eating bamboo by the age of one year.

⑦ During the first two years of its life, a panda cub stays close to its mother, learning how to survive in the forest. The cub figures out how to find the best food plants and how to tell friend from enemy when it encounters other animals. A young panda's biggest dangers are leopards and wild dogs.

⑧ A panda is an adult by the age of three, and it can fend for itself without its mother. It settles in an area called a *home range*, where it feeds alone. Each panda gives other pandas signs to keep away from its home range. One sign is a smelly liquid that the panda releases from its body and rubs on tree trunks. A panda also marks the edges of its home range by scratching the bark of tree trunks.

12. You have read two texts about bears. Write an essay that compares and contrasts giant pandas and polar bears.

- Explain two ways giant pandas and polar bears are alike.
- Explain two ways giant pandas and polar bears are different.
- Use details from both texts in your response.

Tamara opened her eyes and jumped out of bed. Most days she hated getting up early. But today was different. Today Tamara was wide awake and excited. Today her family was going on a hike. This was Tamara's first hike. Tamara put on pants, a shirt, and a big jacket. She was ready to go hiking.

Tamara's family got into the car. They drove for two hours until they were far away from the city. The road climbed up. They were driving into the mountains. Tamara rolled down her window. The air was cool, and she liked it. It smelled like leaves and flowers. Soon, Tamara's mother parked the car.

Tamara looked at the trail. It was a dirt path and went into the forest. Tall trees and tiny flowers lined both sides of the path. Butterflies and bumblebees flew over the flowers. At first the bees made Tamara nervous, but soon she saw that they were more interested in the flowers than they were in her.

Tamara wanted to talk, but she felt out of breath. The trail was steep. They had been walking uphill for an hour by now. "I'm tired," she said. "Come on, Tamara," said her brother. "You can do it! You're ten years old. That's old enough to hike."

Tamara kept going. They kept walking uphill. Tamara looked around at the plants to keep her mind off of how tired she felt. There was green everywhere. There were trees with long draping leaves that Tamara had never seen before. She saw a small and furry rabbit by the side of the trail. Tamara gasped with surprise, and the rabbit ran away at the sound.

"Look, Tamara!" her brother called suddenly. The trail had ended. Tamara and her family were at a pool at the bottom of a waterfall. Tamara smiled. She decided that she liked hiking.

(Hiking)

RI3.1A

3) Read the statement below. Use the text to determine best the answer

Which best describes how Tamara got ready to hike?

Go back in your text and annotate before answering

1st ans	Fixed)	
a	a	She got up early
b	b	She walked with her brother
c	c	She drove far in the car
d	d	She wore special clothes

RI3.1B

2) Circle key words in your answer to question 1

Now, thinking about those key words, choose which piece of text evidence best supports your answer

1st ans	Fixed	
a	a	Tamara opened her eyes and jumped out of bed
b	b	Tamara put on pants, a shirt, and a big jacket.
c	c	They drove for two hours until they were far away from the city
d	d	"Come on, Tamara," said her brother.

RL 3.2

Tamarah's brother tells her she is old enough to hike. How does this affect what happens in the rest of the story?

1st ans	Fixed	
a	a	She knows she is allowed to go with him
b	b	She is mad that he teased her
c	c	She is encouraged and works harder
d	d	She is embarrassed that she was tired

Today you will read and think about the folktales "Coyote and Fire" and "How Big Bear Stuck to the Sky." As you read these texts, you will gather information and answer questions about how the illustrations help you understand the folktales so you can write an essay.

Read the folktale "Coyote and Fire." Then answer questions 1-4.

Coyote and Fire

A Folktale from the Pacific Northwest

by D.M. Souza

- 1 Long ago when the world was young, people did not have Fire. They ate their meat and salmon raw. When cold winds blew, or snow covered the ground, they could not warm their houses. Only the skookums had Fire. These three evil sisters lived high on a mountain and would not share with anyone.
- 2 One icy cold winter, the people met Coyote on the road. "Please, Coyote," they begged, "capture Fire from the skookums or we will freeze."
- 3 "I will do what I can," he said.
- 4 That night Coyote climbed the snow-covered mountain where the skookums lived. When he reached the top, he spotted Fire in the distance. Moving closer, he saw one of the skookums sitting in front of a house, warming herself by Fire.
- 5 For a long time Coyote watched until the skookum went to the door and called, "Sister, sister, get up. It's your turn to guard Fire."
- 6 The second sister appeared and took her place. After a while, she called the third sister. Coyote could hear the sleepy one yawning and groaning loudly inside.
- 7 "She is taking so long to come out, maybe I could seize Fire now," Coyote whispered to himself. "But the skookums are swift. They would surely catch me before I got very far. I must think of a good plan."
- 8 Coyote thought and thought, but his mind was foggy. So he asked his sisters, the three huckleberries who lived in his stomach. They were wise. They would surely know what to do. And they did.
- 9 Carefully, Coyote listened to their plan. Then he went back down the mountain and called together all the animals to tell them what they must do.
- 10 The next evening Coyote trudged up the mountainside again. Patiently he watched while the first two skookums took their turns in front of Fire. When the last sister was called, again only yawns and groans drifted outside.
- 11 Quick as an arrow, Coyote raced into the open, seized a burning stick, and ran across the snowy field.
- 12 "Aieeee, a thief!" Two skookums began chasing Coyote and throwing ice and snow at him.

GO ON ►

- 13 Coyote's legs moved faster and faster. His feet barely touched the ground. Still, the skookums came closer. He could feel their fiery breath on his fur. One of the skookums grabbed the tip of his tail. Her hot hand burned it black. (Even today all coyotes have black tips on their tails.)
- 14 At last Coyote reached a thicket of shrubs and fell to the ground exhausted. Just at that moment Cougar jumped out, seized the burning stick, and disappeared down the mountainside. For a minute the skookums were confused. But soon they were racing after Cougar.
- 15 When Cougar reached a grove of trees, Fox was waiting. She took the burning stick and ran until she came to a tall tree. There Squirrel grabbed the flaming torch, raced up the trunk, and jumped from branch to branch. She leaped along even as the flickering flame burned a black spot on the back of her neck, and her tail curled forward. (Even today squirrels have black spots on their necks and their tails curl forward.)
- 16 At the forest's edge, the skookums almost caught up with Squirrel. That's when Antelope took the stick of Fire, sped across a meadow, and handed it to Deer. One animal after another passed Fire on, keeping it just out of reach of the skookums, until it became a tiny hot coal.



GO ON ►

English Language Arts

- 17 Frog swallowed the coal and hopped away, but he wasn't quick enough. A skookum grabbed hold of his tail. So Frog took the biggest leap he had ever taken and left his tail in the skookum's hand. (Even today frogs do not have tails.)
- 18 Finally Frog slipped into a river and swam to the other side. By now he was too tired to jump again. He spit out the coal, and it landed on Wood. Wood swallowed it.
- 19 The skookums looked at one another. Neither one knew how to take Fire from Wood. With a heavy sigh and a shrug of their shoulders, they turned back and returned home to their still sleeping sister.
- 20 Meanwhile, Coyote told all the people to stand in a circle around Wood. He gathered branches and leaves and piled them high. Then he began rubbing two pieces of Wood together.
- 21 Minutes passed. The people watched. Suddenly sparks flew up. Coyote blew and blew as Fire slipped out of Wood. The flames danced higher and higher, and the people came closer, smiling when they felt Fire's warmth. Now they could cook their food and warm their homes. (Even today people know how to draw Fire out of Wood.)

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GO ON ►

English Language Arts

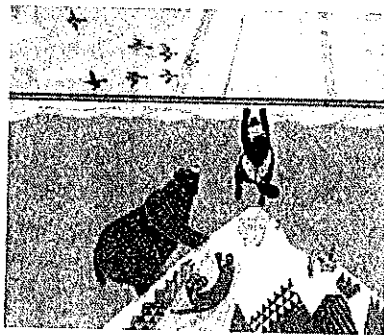
Read the Native American folktale "How Big Bear Stuck to the Sky." Then answer questions 5-10.

How Big Bear Stuck to the Sky

A Native American Legend

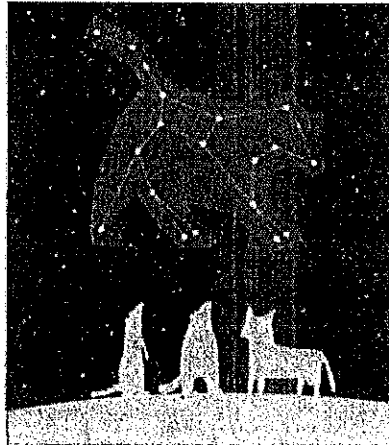
Retold by Kathleen Muldoon

- 1 Once upon a time when Earth was young, Winter ruled. Snow and ice covered mountains and rivers, fields and forests. So hard was the floor between Earth and Sky that Sun could not peek through to warm the ground.
- 2 Animals that survived this harsh cold hunted to provide what little food they could for their young. A big bear, called Fisher because the magic in his tail helped him catch fish, decided it was time to bring Summer to Earth.
- 3 So Fisher invited all of Earth's creatures to a meeting.
- 4 "We will find a way to warm Earth," he said. "Sun will bring grass and flowers and birds. We must reach the Great Spirit and ask for help. Who will go with me to the place where Earth is closest to Sky?"
- 5 Otter, Lynx, and Wolverine agreed to accompany Fisher on his journey. They traveled across frozen lakes and rivers. Icy twigs snapped as they tramped through snowy woods. They climbed hills and slid through valleys.
- 6 Fisher swished his magical, stubby tail in the frigid waters and caught fish for them to eat along the way. After many days, he led them to the top of the tallest mountain on Earth, so high it almost tickled Sky.
- 7 There Fisher stood on his back paws and stretched, swiping his front claws on Sky's floor. But he made only a tiny scratch. He could not break through to Sky.
- 8 "Let me try," cried Otter.



GO ON ►

- 9 He jumped so high his head thumped the sky floor. Otter fell back to Earth and WHOOSH! Down the mountain he slid, riding on his belly all the way to the bottom.
- 10 Next Lynx took a step back and pounced at Sky. THUNK! She hit her head so hard that she fell unconscious¹ to the snow. Wolverine pushed her aside.
- 11 "I am the strongest," he growled.
- 12 Wolverine leaped against Sky's floor, once, twice, three times. Finally, he caused the tiniest of cracks to appear. He jumped again and again, widening the crack into a hole. Soon Wolverine climbed through the sky hole, followed by Fisher.
- 13 All at once, birds of every color and size surrounded them. Some swooshed through Wolverine's hole and flew over Earth, spreading Sky's warmth with each flap of their wings.
- 14 Soon Sun sent its rays through the hole, and Fisher and Wolverine watched as snow on the mountain-top began to melt.
- 15 "We must make the hole bigger," Fisher said. He twitched his magic tail. Then, using his sharp teeth, he gnawed off more pieces of the sky floor.
- 16 Suddenly a band of Sky People ran toward them.
- 17 "Stop, thieves," they cried, brandishing² bows and arrows. "Stop stealing our warmth!"
- 18 Wolverine escaped through the hole and tumbled down the mountainside back to Earth. But Fisher kept working. By the time the Sky People reached him, he'd widened the hole enough so that Sun could warm Earth for half of every year.



¹unconscious—not awake because of an injury

²brandishing—waving something in anger or excitement

GO ON ►

English Language Arts

- 19 Fisher ran from the Sky People's arrows and climbed to the top of a tall tree. But one arrow struck Fisher's tail and he began falling. Before he could hit Sky's floor, the Great Spirit, admiring Fisher's persistence³, took pity on the bear. He adorned⁴ Fisher with stars, and set him in a place of honor in the sky. If you look to Sky on a starry night, you will see him there still.
- 20 The Great Bear constellation, also called Ursa Major, is one of the largest and easiest star groupings to find in the sky. This is because one group of stars within it looks like a soup ladle and is called the Big Dipper. It forms the back end and tail of the whole constellation, which resembles a bear.
- 21 On a clear night, if you study the northern sky, you will see Ursa Major if you look first for the Big Dipper. Ursa Major is highest in the spring sky and lowest in the autumn because, according to Native American legend, Bear is looking for a place to hibernate⁵ before winter.

³persistence—the quality of refusing to give up

⁴adorned—decorated

⁵hibernate—to rest or be inactive for the winter

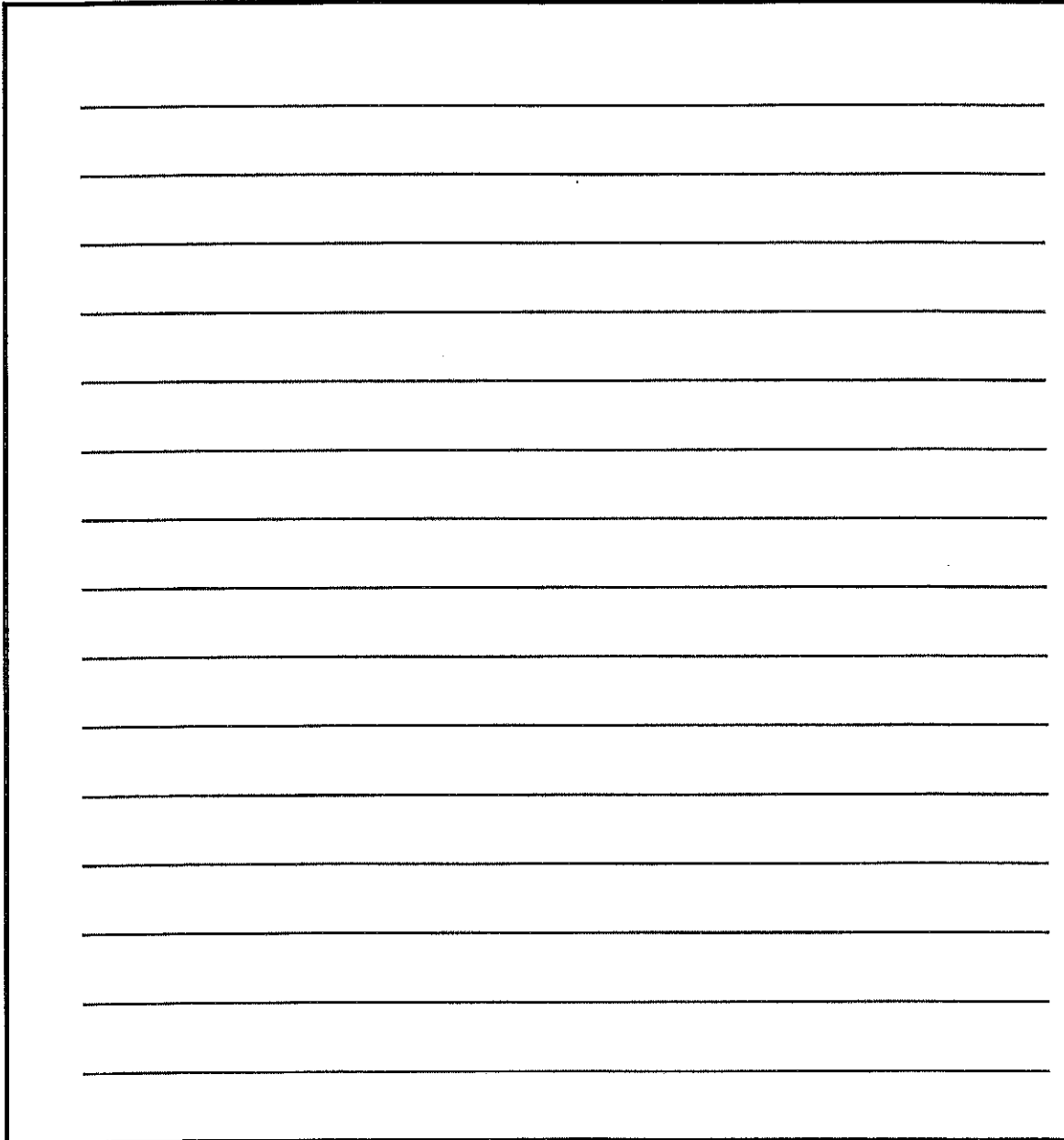
"How Big Bear Stuck to the Sky" by Kathleen Muldoon, illustrations by Robert Meganck from Spider Magazine's November/December 2011 issue, copyright © 2011 by Carus Publishing Company. Reprinted by permission of Spider Magazine.

GO ON ►

English Language Arts

Refer to the folktales “Coyote and Fire” and “How Big Bear Stuck to the Sky.” Then answer question 11.

11. Look at the illustrations from the folktales. Write an essay describing how each illustration helps the reader understand the characters' actions in each folktale. Be sure to use evidence from **each** folktale to support your response.



GO ON ►

One bright morning as the Fox was following his sharp nose through the wood in search of a bite to eat, he saw a Crow on the limb of a tree overhead. This was by no means the first Crow the Fox had ever seen. What caught his attention this time and made him stop for a second look, was that the lucky Crow held a bit of cheese in her beak.

"No need to search any farther," thought sly Master Fox. "Here is a dainty bite for my breakfast."

Up he trotted to the foot of the tree in which the Crow was sitting, and looking up admiringly, he cried, "Good-morning, beautiful creature!"

The Crow, her head cocked on one side, watched the Fox suspiciously. But she kept her beak tightly closed on the cheese and did not return his greeting.

"What a charming creature she is!" said the Fox. "How her feathers shine! What a beautiful form and what splendid wings! Such a wonderful Bird should have a very lovely voice, since everything else about her is so perfect. Could she sing just one song, I know I should hail her Queen of Birds."

Listening to these flattering words, the Crow forgot all her suspicion, and also her breakfast. She wanted very much to be called Queen of Birds. So she opened her beak wide to utter her loudest caw, and down fell the cheese straight into the Fox's open mouth.

"Thank you," said Master Fox sweetly, as he walked off. "Though it is cracked, you have a voice sure enough. But where are your wits?"

(Fox and Crow)

RI3.1A

4) Read the statement below. Use the text to determine best the answer

Which best describes how crow feels about fox at the beginning?

Go back in your text and annotate before answering

1st ans	Fixed)	
a	a	She is unsure and doesn't trust him
b	b	She is angry and doesn't like him
c	c	She is vain and wants him to think she is talented
d	d	She is selfish and doesn't want to share

RI3.1B

2) Circle key words in your answer to question 1

Now, thinking about those key words, choose which piece of text evidence best supports your answer

1st ans	Fixed	
a	a	So she opened her beak wide to utter her loudest caw
b	b	"What a charming creature she is!" said the Fox
c	c	But she kept her beak tightly closed on the cheese
d	d	and did not return his greeting

RL 3.2

What is the lesson the Crow learns in the story?

1st ans	Fixed	
a	a	She should not trust the fox
b	b	Foxes are very clever
c	c	Being too self-loving can get you in trouble
d	d	Don't be careless with your possessions

4

Today, you will read two stories titled "Maybe a Fight" and "Sheila Rae's Peppermint Stick." As you read, think about the actions of the characters and the events of the stories. Answer the questions to help you write an essay.

Read the story titled "Maybe a Fight" by Jean Little. Then answer Questions 1 through 3.

Maybe a Fight

① Emily and I were about to have a fight. I could feel it in the air, like a thunderstorm coming. I was in a foul mood and she was feeling much the same. It was going to happen any minute.

② Yet I didn't feel strong enough to get good and mad and then go to the trouble of making peace. We were going to end up barely speaking for at least two days and we'd both hate it. It's terrible, when you are dying to talk, to have just made a vow never to speak to the other person again.

③ "Emily Blair," I said, struggling with my conflicting emotions, "are you trying to pick a fight with me?"

④ "I wasn't, but I *will*, if that's what you're after," she growled.

⑤ Then, in the nick of time, my mother stalked in. She looked from me to Emily and back again. Then she plugged in the kettle. "What's wrong with you two?" she asked.

⑥ We didn't answer. We glowered. By now, we knew we had gone too far to back down. The fight had as good as started.

⑦ Mother pulled out a chair and sat down. "Why don't you both just pitch in and start calling each other names?" she said. "If you hurry you can get it out of your systems before the kettle boils. Then we can all have some tea. Kate, you begin."

⑧ "Why me?" I yelped, feeling like an idiot.

⑨ "Because you are the highest, of course. Tell her she's two-faced and bossy and preachy. Go on, Kate. Do I have to dictate your entire part?"

⑩ "But she isn't. Not two-faced anyway," I said. "And we're

both bossy sometimes. . . . " I ground to a halt.

① Emily had started getting out the tea things.

② "When I'm preachy, you have it coming," she said, over her shoulder.

③ The kettle began to sing. Emily poured boiling water into the teapot. She kept her back turned.

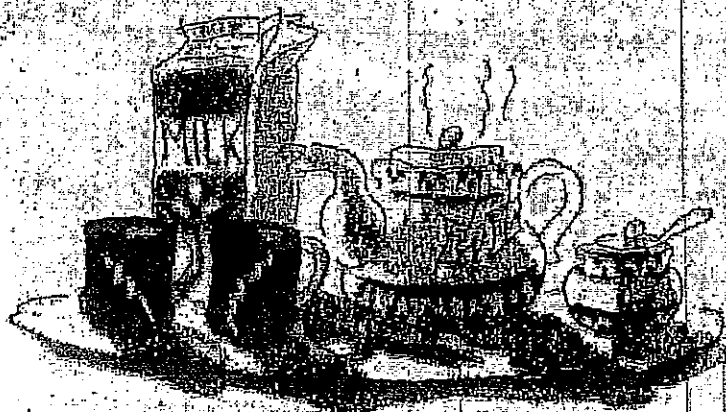
④ All at once, I knew I was going to laugh. No matter how hard I tried not to, I could feel giggles bubbling up inside me. I chuckled. Mother joined in. And when Emily turned around, she was wearing this silly grin.

⑤ "Be careful. It's hot," she instructed, handing us each our mug. Then, holding her own aloft, she said, "To us, champion lightweight battlers of Riverside!"

⑥ "Don't forget me," my mother said. "I did most of the work." Then she took a swallow, instead of just pretending like Emily, and burned her tongue.

⑦ Afterwards I asked Emily, "Did we have a fight or didn't we?"

⑧ "Weren't you there?" was all she would answer.



It's a sunny morning in the one-room apartment, and the girl is sleeping peacefully in her bed.

Under the table across the room, someone is not asleep but awake and alert. Apple the Cat has an important mission, but she's going to need some help. She tried meows and playful taps of the paw, but nothing could wake the sleeping girl.

Apple calls a meeting to order. A few of her trusty friends are in attendance. She has summoned Fur Toy, Feather Stick, Bear Bear, and Shoe.

"We have an important subject to debate," says Apple.

Bear Bear is grumpy because he doesn't know what could possibly be important enough to call a meeting to order so early in the morning.

"I need to wake the human!" Apple declares.

"Have you tried meowing?" asks Feather Stick.

"I already tried that," says Apple impatiently.

"What about playful taps?" Feather Stick persists.

"No," says Apple. "Today we need a new plan. Nothing seems to wake her."

"I have an idea!" shouts Fur Toy. He's new in the room and always trying to prove himself with the others.

"What about walking by her and gently rubbing her with your whiskers?" he proposes.

Shoe rolls her eyes.

"Something new, Fur Toy," she says. "We all know that's the oldest trick in the book."

"How about you just pounce on her?" says Bear Bear, growing annoyed. All he wants to do is go back to sleep.

"Okay, I've got it," announces Feather Stick proudly, primping his few feathers. "It has to be something loud enough, right?"

"Go on," says Apple.

"What about all those new plates she just bought? What if we broke one?"

Tuesday (Apple)

RI3.1A

5) Read the statement below. Use the text to determine best the answer

Which best describes Apple compared to the other characters?

Go back in your text and annotate before answering

1st ans	Fixed)	
a	a	They are all friends
b	b	Apple is the leaders of the group
c	c	Apple is working together with the toys
d	d	Apple is angry with the others

RI3.1B

2) Circle key words in your answer to question 1

Now, thinking about those key words, choose which piece of text evidence best supports your answer

1st ans	Fixed	
a	a	Apple calls a meeting to order
b	b	grumpy because he doesn't know what could possibly be important
c	c	Apple the Cat has an important mission,
d	d	Today we need a new plan. Nothing seems to wake her.

RI 3.4

What does the word "summoned" mean as it is used in paragraph 3?

1st ans	Fixed	
a	a	asked
b	b	called
c	c	Talked to
d	d	met

5

Jonas: Based on a True Story
By Alice K. Boatwright

① Jonas was once a great hunting dog. He could run all day and never get tired. He could swim across streams and jump over fences. He could find anything, just using his nose.

② Dad has a medal Jonas won, and on the bureau there is a picture of Jonas in a frame. He looks shiny and handsome. It was taken before I was born.

③ Now Jonas is 15. In dog years, that 105—older even than Granddaddy. Jonas hunts for slippers and dust balls now, not rabbits.

④ When I come home from school, I can see Jonas looking out the window, watching for me. He's hoping we'll go for a walk. Usually we go around the block so he can see what the other dogs have been up to all day.

⑤ Jonas likes to play with me. When I throw a ball, he can always find it. If Dad throws the ball for him, he runs after it, but he often brings back a rock or an old bone instead.

⑥ Once Jonas and I went hunting in the tall grass behind the house. We were going to catch something big, but Jonas saw a crow and disappeared after it into the woods.

⑦ I ran and called to him to come back, but he couldn't hear me. Finally I sat down to wait. It took him a long time to find me again.

⑧ We were both glad to get home for supper.

9 Sometimes Jonas forgets that he's been fed. He stands over his bowl looking patient and sad. I sneak him a dog bone so he won't think he's hungry.

10 At night Jonas sleeps on the floor by my bed. Some nights he has dreams and barks in his sleep. I think he's remembering all the adventures we've had. When I have a dream that wakes me up, I like to reach down and feel him there by my bed.

11 One morning I got up and stepped in a puddle. Mom said Jonas had had an accident in the night. I didn't know that could happen to a dog when he was old. He was very embarrassed. I did my best to comfort him—I know how it feels to have an accident.

12 Some days we go to the beach, and Jonas forgets all about being old. He runs and jumps and finds horrible things to eat. We have so much fun that Dad has to tell us it's time to go home, or else we would never stop.

13 Other days Jonas hardly gets up from his chair. I see Dad looking at him and he know he's thinking how much he'll miss him.

14 When Jonas dies, Dad says we will bury him in the backyard. We will make a sign to show where he is. Sometimes I think about what a beautiful sign we'll make. But mostly I hope it won't happen soon. We all want Jonas to live forever.

15 Dad says the friends you've loved are always with you. That's how I know I'll always have Jonas. I won't ever forget him.

The Leaving Morning

by Angela Johnson

① THE LEAVING happened on a soupy, misty morning,
when you could hear the street sweeper.
Sssshhshsh...

② We pressed our faces against the hall window
And left cold lips on the pane.

③ It was the leaving morning.
Boxes of clothes,
toys,
dishes,
and pictures of us everywhere.

④ The leaving had been long because we'd packed
days before and said good-bye
to everyone we knew...

⑤ Our friends...

⑥ The grocer..

⑦ Everybody in our building...

⑧ And the cousins, especially the cousins.

⑨ We said good-bye to the cousins all day long.

⑩ Mama said the people in a truck would move us
and take care of everything we loved,
on the leaving morning.

⑪ We woke up early and had hot cocoa from the deli
across the street.
I made more lips on the deli window
and watched for the movers on the leaving morning.

We sat on the steps and
watched the movers.

(12) They had blue moving clothes on
and made bumping noises on the stairs.
There were lots of whistles
and "Watch out, kids."

(13) Got me a moving hat and a kiss on the head
from Miss Mattie, upstairs.

(14) And on the leaving morning she told me
to watch myself in the new place when I crossed
the street, and think of her.

(15) I sat between my mama and daddy,
holding their hands.
My daddy said in a little while we'd be someplace
we'd love.

(16) So I left lips on the front window of our apartment,
and said good-bye to our old place,
on the leaving morning.

6

The Olympics has individual and team events. Who was the first woman to win first place in an Olympic individual event? Charlotte Cooper, a tennis player!

The first time women were allowed to compete in the Olympics was the Paris games of 1900. They were not allowed to compete in all events, however. Some of the events women could compete in were tennis, golf, equestrianism (horseback riding), croquet, and sailing.

By the time of the Olympic Games of 1900, Charlotte Cooper had already won three Wimbledon titles. Wimbledon is one of the most well-known tennis tournaments in the world. She had also fully lost her hearing by 1900. Although it may not seem like an important aspect of tennis, hearing an opponent's racket hit the ball is very helpful. She did not have this advantage, but still worked hard and had an incredibly successful career. People saw her as one of the best tennis players of that time. During the Olympics, she competed with focus and defeated her opponents in straight sets. The Olympics did not hand out medals at the time, but she received the first place prize in women's singles tennis.

By the end of her tennis career, Cooper had won five Wimbledon titles. She continued playing tennis well past her fifties. In 1966, she died at the age of 96. Many years later, Charlotte Cooper was inducted into the International Tennis Hall of Fame in 2013.

(Cooper)

RI3.1A

- 1) Read the statement below. Use the text to determine best the answer

According to the text, why was Cooper ready to compete in the Olympics?

Go back in your text and annotate before answering

1st ans	Fixed)	
a	a	It was the first time women were allowed to play
b	b	She had won several Wimbledon competitions before
c	c	She worked hard and had a successful career
d	d	Many people thought she was a very talented

RI3.1B

- 2) Circle key words in your answer to question 1

Now, thinking about those key words, choose which piece of text evidence best supports your answer

1st ans	Fixed	
a	a	Wimbledon is one of the most well-known tennis tournaments in the world
b	b	She did not have this advantage, but still worked hard and had an incredibly successful career.
c	c	she competed with focus and defeated her opponents in straight sets
d	d	Some of the events women could compete in were tennis, golf, equestrianism (horseback riding), croquet, and sailing.

RI 3.3

Why was Cooper at a disadvantage compared to other players?

1st ans	Fixed	
a	a	She is a woman competing for the first time
b	b	She worked hard and defeated her other opponents
c	c	She could not hear what the ball was doing on the court
d	d	Women were not allowed to compete in all the events

Today you will research inventors and their inventions. As you review the sources, you will gather information and answer questions about inventors and their inventions.

Read the passage from *Thomas Edison*. Then answer questions 1 through 3.

from *Thomas Edison*

by Elizabeth MacLeod

- 1 Tom was inventing more than 130 years ago. Back then, people used candles, oil lamps or gas lamps to light homes.
- 2 These lights could be smoky and could also start fires. Tom wanted to make a light that used clean, safe electricity.
- 3 To create light from electricity, Tom needed to make a light bulb. He put two wires to carry electricity inside the bulb. Between the wires was a thin thread.
- 4 When electricity flowed along the wires and thread, the thread heated up. That made it glow.
- 5 But the thread in the light bulb burned up too fast. The bulb quickly went dark.
- 6 For more than a year, Tom worked on the light bulb. He tried making the thread from many things, such as hair and wood.
- 7 Nothing worked. But Tom did not give up.
- 8 In the fall of 1879, Tom tried making the thread out of cotton that had been baked in an oven. This light bulb stayed lit for more than thirteen hours.
- 9 Tom's light bulb was a success!
- 10 Tom wanted to show people his new light bulb. He planned a special party for New Year's Eve.
- 11 First, Tom set up lots of light bulbs in his workshop. Then he put lights in other houses in the town. Some of his lights were strung up on poles outside.
- 12 On New Year's Eve, hundreds of people waited in the streets of Menlo Park. When Tom flicked a switch, all the light bulbs lit up. The crowds were amazed.
- 13 In 1887, Tom moved into a new lab in West Orange, New Jersey. This lab was ten times bigger than his last workshop.
- 14 There, Tom invented the movie camera. The movies it filmed were very short. Some were just 16 seconds long! But people learned how to make longer movies.
- 15 In 1909, Tom invented a very strong battery. It could power electric cars.
- 16 Between 1914 and 1918, many countries were fighting in a war. Tom invented ways to find enemy planes and submarines.
- 17 Tom became very rich. But he loved working and never stopped. During his life, Tom created more than 1000 inventions. No one has ever invented more.

GO ON ►

Read the passage from *The Wright Brothers*. Then answer questions 4 and 5.

from *The Wright Brothers*

by Elizabeth MacLeod

- 1 One day, Wilbur was watching birds fly. He noticed that birds twisted the tips of their wings when they wanted to change direction.
- 2 Wilbur wondered if twisting the wings of an airplane would help steer it.
- 3 In the summer of 1899, Wilbur built a big kite with two wings to test his idea. It worked! Twisting the tips of the wings helped Wilbur steer the kite.
- 4 Next, the Wright brothers built a glider. A glider is like an airplane, but it does not have a motor. Gliders need wind to fly.
- 5 The glider Orville and Wilbur built was big enough to carry a person. But they had to make sure the glider would fly safely before one of them tried flying in it.
- 6 To get their glider in the air, the brothers needed to take it somewhere with lots of wind. Orville and Wilbur chose a place called Kitty Hawk, North Carolina.
- 7 Kitty Hawk is beside the Atlantic Ocean. It is one of the windiest places in America. It also has lots of sand. Sand would give the glider a soft place to land.
- 8 In October 1900, the brothers started testing their glider at Kitty Hawk. Sometimes people helped them.
- 9 The strong winds at Kitty Hawk whipped sand into Orville and Wilbur's eyes. One time, the wind picked up the glider and smashed it back down.
- 10 The Wright brothers repaired their glider. They made changes to help it fly more smoothly.
- 11 For the next three years, Orville and Wilbur spent most of the time in Dayton. But every fall they were in Kitty Hawk, working on the glider.
- 12 The brothers built larger and larger gliders. They also tried using different wing shapes and tails.
- 13 By fall 1903, the Wright brothers were ready for the next step. They wanted to turn a glider into an airplane.
- 14 To do that, the brothers needed to add a motor. They created a motor that was powerful and light. Then they attached it to the glider.
- 15 At first, the motor didn't work well. But Orville and Wilbur kept trying.
- 16 The winds at Kitty Hawk blew colder and colder. Sometimes, the brothers had to wear their coats, shoes and hats in bed to stay warm.
- 17 By December 14, Orville and Wilbur were ready to try out their airplane. They called it the *Flyer*. But it could hold only one person.

GO ON ►

English Language Arts

- 18 Which brother would get to go first? Orville and Wilbur tossed a coin to decide.
- 19 Wilbur won the coin toss. He climbed into the *Flyer*. It sped forward, lifted into the air—and crashed!
- 20 Luckily, Wilbur was not hurt. But it took the brothers two days to fix the *Flyer*.
- 21 Orville and Wilbur were ready to try again. But the airplane needed wind to take off. There was none that day.
- 22 The next day, December 17, was very windy. It was too windy to test the *Flyer*.
The brothers decided to try anyway. Winter was coming, and soon it would be too
- 23 cold at Kitty Hawk.

Material from THE WRIGHT BROTHERS written by Elizabeth MacLeod is used by permission of Kids Can Press, Toronto, Text copyright © 2008 Elizabeth MacLeod.

4. Part A

What did Wilbur learn about flying from watching the flight of birds?

- Ⓐ how to use both wings to fly upwards
- Ⓑ how to land without injury
- Ⓒ how to turn while flying
- Ⓓ how to rely on air currents when flying

Part B

Which evidence from the passage supports the answer to Part A?

- Ⓐ "He noticed that birds twisted the tips of their wings when they wanted to change direction." (paragraph 1)
- Ⓑ "...built a big kite with two wings to test his idea." (paragraph 3)
- Ⓒ "...to make sure the glider would fly safely before one of them tried flying in it." (paragraph 5)
- Ⓓ "To get their glider in the air, the brothers needed to take it somewhere with lots of wind." (paragraph 6)

GO ON ►

English Language Arts

Refer to the passages from *Thomas Edison* and *The Wright Brothers*. Then answer question 6.

Session 1

6. You have read about two inventors and their inventions. Write an essay that compares and contrasts the inventors and their inventions. Be sure to use specific details and examples from **both** sources to support your response.

A large rectangular box with a black border, containing 20 horizontal lines for writing an essay. The lines are evenly spaced and extend across most of the width of the box.

GO ON ►

7

Have you ever been stressed under pressure? You should take a lesson from Albert Pujols! Albert Pujols is a great baseball player. His teammates have said that he stays calm and collected even during high-pressure games.

Pujols was born in Santo Domingo, Dominican Republic. He grew up in a poor neighborhood in the Dominican Republic. While he grew up there, he played baseball. At 16, Pujols moved to the United States and continued playing baseball in high school. His natural talent impressed many people. When he was 19, he began playing for the St. Louis Cardinals. At this time, he showed that he also had discipline. He would lift weights and work out all year round.

Pujols has become known as a great hitter! He has not let the pressure of crowds get to him. In 2003, he went on a 30-game hitting streak. A hitting streak is the number of back-to-back games where a player hits the ball and gets to a base. He also won 3 MVP awards during his time with the St. Louis Cardinals. MVP means Most Valuable Player. In 2017, Pujols became the ninth player in Major League Baseball to hit 600 home runs!

He also has created an organization to help people in the Dominican Republic. His organization helps children with Down syndrome and their families. The organization also helps children living in poor neighborhoods. Pujols has even made trips to poor areas in the Dominican Republic to help children get the medical services they need.

Albert Pujols is known for the hard work he puts into his passions. One example can be found in his baseball career. He practices constantly by making 15,000 to 20,000 practice swings a year. That's a lot of practice!

(Pujols)

<p>RI3.1A</p> <p>2) Read the statement below. Use the text to determine best the answer</p> <p>Which best describes Pujol's early life?</p> <p><i>Go back in your text and annotate before answering</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">1st ans</th> <th style="width: 10%;">Fixed)</th> <th style="width: 80%;"></th> </tr> </thead> <tbody> <tr> <td>a</td> <td>a</td> <td>High pressure</td> </tr> <tr> <td>b</td> <td>b</td> <td>simple</td> </tr> <tr> <td>c</td> <td>c</td> <td>consistent</td> </tr> <tr> <td>d</td> <td>d</td> <td>shifting</td> </tr> </tbody> </table>	1st ans	Fixed)		a	a	High pressure	b	b	simple	c	c	consistent	d	d	shifting	<p>RI3.1B</p> <p>2) <i>Circle key words in your answer to question 1</i></p> <p>Now, thinking about those key words, choose which piece of text evidence best supports your answer</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">1st ans</th> <th style="width: 10%;">Fixed</th> <th style="width: 80%;"></th> </tr> </thead> <tbody> <tr> <td>a</td> <td>a</td> <td>While he grew up there, he played baseball.</td> </tr> <tr> <td>b</td> <td>b</td> <td>At 16, Pujols moved to the United States</td> </tr> <tr> <td>c</td> <td>c</td> <td>He grew up in a poor neighborhood in the Dominican Republic.</td> </tr> <tr> <td>d</td> <td>d</td> <td>Off the field, Pujols spends a lot of time with his family</td> </tr> </tbody> </table>	1st ans	Fixed		a	a	While he grew up there, he played baseball.	b	b	At 16, Pujols moved to the United States	c	c	He grew up in a poor neighborhood in the Dominican Republic.	d	d	Off the field, Pujols spends a lot of time with his family
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d	d	He created a charity that helped people																													

Read the passage from "What Is a Spacewalk?" Then answer questions 6 through 12.

from "What Is a Spacewalk?"

by NASA



NASA—Public Domain

Ed White was the first American to perform a spacewalk.

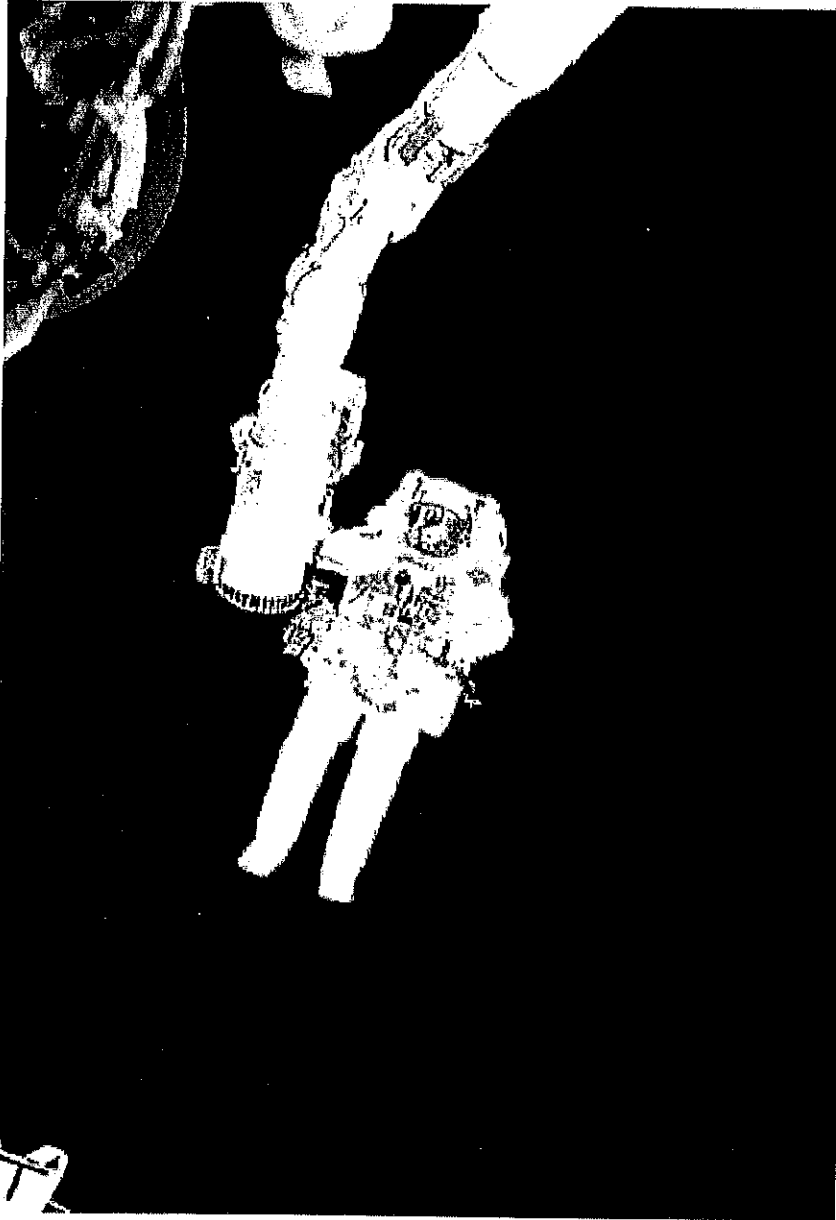
Why Do Astronauts Go on Spacewalks?

- 1 Astronauts go on spacewalks for many reasons. Spacewalks let astronauts work outside their spacecraft while still in space. Astronauts can do science experiments on a spacewalk. Experiments can be placed on the outside of a spacecraft. This lets scientists learn how being in space affects different things.
- 2 Spacewalks also let astronauts test new equipment. They can repair satellites or spacecraft that are in space. By going on spacewalks, astronauts can fix things instead of bringing them back to Earth to fix.

How Do Astronauts Go on Spacewalks?

- 3 When astronauts go on spacewalks, they wear spacesuits to keep themselves safe. Inside spacesuits, astronauts have the oxygen they need to breathe. They have the water they need to drink.
- 4 Astronauts put on their spacesuits several hours before a spacewalk. The suits are pressurized. This means that the suits are filled with oxygen.





A weightless astronaut in space

Astronauts train for hundreds of hours. During their training, they learn about space. This type of training might include studying the stars and Earth. It is important that astronauts study space so that they understand what they will work with while in space. The astronauts also learn medical skills like basic first aid during their training. This training allows them to treat simple medical problems so that they can keep each other healthy and safe in space.

In their training, astronauts also learn what life is like on the International Space Station (ISS). The ISS is a large spacecraft that orbits the earth. The ISS is a place where astronauts do science experiments while in space. Astronauts also learn to eat, exercise, and do experiments while floating in the air. They also practice riding in special vehicles that are just for space. These vehicles bring supplies like food and fuel to the ISS. The vehicles are about the size of a pick-up truck with 12 wheels. Astronauts even take classes in scuba diving¹! When they're walking underwater in their scuba suits, astronauts feel the same as they would feel walking in space. Lastly,

astronauts must also learn how to work together as a team. This is important because as many as eight astronauts may be in one spacecraft. These astronauts have to learn how to live and work together in space.

Although each astronaut has a special job on the team, each of them has to learn how to work where there is no gravity. When they are in a spaceship that is moving around Earth, they can feel as though they do not weigh anything. They are able to float. Many astronauts say that it is fun to float around the inside of a spaceship. Objects in the spaceship can also float, so astronauts can lift and move heavy things easily.

Feeling weightless is fun, but being in space is work for astronauts. Astronauts must be healthy and eat right. They have to exercise and be in good shape. Astronauts have many adventures, but they work hard, too.

Many people say they want to be an astronaut, but do they know what it's really like? When astronauts are, in space, they feel weightless. They can float. This sounds like fun, but it's not that simple. The human body is used to being on Earth, but some people stay out in space for months. A lot of strange things happen to the body when it floats for that long.

Astronauts sometimes feel sick in space. It takes a few days for them to get used to feeling weightless and being able to float.

Being in space also changes how blood flows in the body. In space, more, blood flows to the astronauts' heads so their faces get puffy and their necks get bigger. At the same time, less blood flows to their legs, making them skinny. They call this condition "bird legs."

The heart is a muscle that pumps blood around the body. The heart does not have to work as hard to pump blood in space. A muscle that does not work hard gets weaker and smaller. Astronauts' other muscles and their bones can also get weaker. This is because they do not have to work as hard to move the astronaut's body.

To help keep their muscles strong, astronauts have to do exercises when they are in space. They use big rubber bands attached to the walls of the spaceship and hook them over their shoulders. Then they bend their knees and press against the rubber bands to make their legs stronger.

Even with regular exercise in space, astronauts come back feeling weak. It takes time for them to get back their Earth legs and learn how to live with gravity again.

1. scuba diving—swimming under water with a special suit, air tank, and fins

7

English Language Arts

You have read the articles from "What is a Space Walk," and "Weightless in Space," Think about the illustrations from the articles and how they help the reader learn more about what it's like in space.

Write an essay explaining what can be learned from the illustrations about astronaut's experience in space, including how they stay safe. Include details from both sources in your explanation.



The Wounded Warrior Amputee Football Team is a group of U.S. veterans who play American football. The team is also known as the WWAFT or the Wounded Warriors. These veterans have lost a limb or limbs during their service and now use a prosthesis. A prosthesis is an artificial device that replaces an arm, leg, or other body part. The WWAFT's motto is "the loss of a limb or limbs does not mean the end of an athletic career." The group takes this motto seriously. The Wounded Warriors do not let their loss limit them. They play exhibition games across the country against current and retired professional American football players.

After coming home with injuries or lost limbs, some of the Wounded Warriors found it difficult to fit back into society. They had been through a great deal of struggle that not many people could fully understand. Some veterans also felt self-conscious due to their injuries. Some of the Wounded Warriors played sports in high school or college before serving in the armed forces. They found that playing sports after coming home was a way to have fun without thinking about their injuries. These individuals have found a sense of community as members of the WWAFT. One member named Greg Reynolds said that playing in WWAFT games "allows me to show the community that after something tragic happens, you can still push on to do things that you love to do and that the only limitations you have are the ones you place upon yourself."

The WWAFT has raised awareness for its veterans and their families. The group reminds people that many veterans still suffer from the effects of war, but the WWAFT also inspires its fans through the exhibition games.

(Warriors)

RI3.1A

3) Read the statement below. Use the text to determine **best** the answer

Which best describes how Warriors feel about their injuries?

Go back in your text and annotate before answering

1st ans	Fixed)	
a	a	Their injuries should not stop them from doing what they want
b	b	Their injuries should inspire others to help veterans
c	c	The prosthetics they use help them feel like real athletes
d	d	Life with an injury is hard but having a community helps

RI3.1B

2) *Circle key words in your answer to question 1*

Now, thinking about those key words, choose which piece of text evidence best supports your answer

1st ans	Fixed	
a	a	The Wounded Warrior Amputee Football Team is a group of U.S. veterans who play American football.
b	b	motto is "the loss of a limb or limbs does not mean the end of an athletic career."
c	c	These individuals have found a sense of community as members of the WWAFT
d	d	The WWAFT has raised awareness for its veterans and their families

RI 3.3

What happened as a result of the some veterans joining the WWAFT?

a	a	They became great athletes
b	b	They had fun playing with others like them
c	c	They inspired their communities
d	d	They struggled with thing other people could understand

Today you will read passages from two folktales. As you read the texts, you will gather information and answer questions about each folktale.

Read the passage from "Little One-Inch," a folktale from Japan. Then answer the questions.

from "Little One-Inch"

by Florence Sakade

- 1 Long ago there was a young farmer named Yosaku. One day he was working in the fields and saw a snake about to eat a spider. Yosaku felt sorry for the spider, so he ran at the snake with his hoe and drove him away.
- 2 The spider disappeared into the grass, but first it seemed to pause a moment and bow in thanks toward Yosaku.
- 3 One morning not long after that, Yosaku was in his house when he heard a tiny voice outside calling, "Yosaku, Yosaku!" He opened the door and saw a beautiful girl standing there.
- 4 "I heard that you are looking for someone to weave cloth for you," said the girl. "Won't you please let me live here and weave for you?"
- 5 Yosaku was very pleased because he did need someone to help him. He showed the girl the weaving room and she started to work at the loom with cotton. At the end of the day Yosaku went to see what she had done, and was very surprised to find that she had woven eight long pieces of cloth, enough to make eight kimonos. He had never known anyone could weave so much in a single day.
- 6 "How ever did you weave so much cloth?" he asked the girl.
- 7 But instead of answering him, she said, "You mustn't ask me that. And you must never come into the weaving room while I am at work."
- 8 But Yosaku was very curious. So one day he slipped quietly to the weaving room and peeped in the window. What he saw really surprised him! It was not the girl who was seated at the loom, but a large spider, weaving very fast with its eight legs, and for thread it was using its own spider web, which came out of its mouth.
- 9 Yosaku looked again and saw that it was the same spider that he had saved from the snake. Then he understood. The spider had been so thankful that it had wanted to do something to help him. So it had turned itself into a beautiful girl to help him weave cloth. By eating the cotton that was in the weaving room, it could spin it into thread and weave it into cloth very, very quickly.
- 10 Yosaku was very grateful for the spider's help.

Read the folktale "The Elephant's Nose." Then answer the questions.

The Elephant's Nose

- 1 Many years ago, it is said that elephants had small trunks with stubbed noses. One year, it did not rain for many months. The ponds and lakes began to dry up, and the streams had very little water. All the animals in the forest were very thirsty, and desperately searching for a source of water. A river used to flow not very far away from the forest, and an elephant decided to go there in search of water.
- 2 Walking slowly, he reached the river. There lived a bright green crocodile in the river. As he saw the elephant, he cried, "Go away! Water is already scarce here. If you start drinking, what will be left for me?" The elephant knew it was a risk to pick a fight with the crocodile. So, he decided to come back to the river when the crocodile would be sleeping.
- 3 In the same river, there also lived a shiny green toad. Whenever the crocodile would be swimming across the river, the toad would hop onto his back and enjoy a ride. Over time, the crocodile was annoyed with giving free rides to the toad. Many times, he had tried to shake the toad off his back, but in vain. "Hahaha!" the toad would laugh.
- 4 One day, the crocodile was resting on a rock. Finding this to be a good opportunity, the elephant went to the river silently and began to drink water. Just then, the toad jumped onto the crocodile's back, disturbing his slumber. The crocodile was irritated! He began to swim around the river and shake his body violently. "Now, I shall get rid of you!" he cried at the toad. But, the toad was unmoved.
- 5 Suddenly, the crocodile noticed the elephant. "How dare you drink from my river when you were told not to?" he cried. Unable to get rid of the toad, the crocodile decided to vent all his anger on the elephant. He caught the elephant's trunk and began to pull him into the river. The poor elephant started to pull back, crying, "Let go of me... please! Let go of me . . . my nose hurts!" But the crocodile showed no mercy. Then, with a mighty jerk, the elephant succeeded in freeing his trunk from the crocodile. But, in tug of war, the elephant's nose had become really long! Angry, the elephant sucked all the water from the river. Then, he sucked some mud and sprayed it on the crocodile and the toad. Since then, it is said, elephants have had long trunks, and crocodiles and toads are not bright green anymore.

"The Elephant's Nose" from THE ELEPHANT'S NOSE. Reprinted by permission of www.kidsgen.com.

Refer to the passages from “Little One-Inch” and the folktale “The Elephant’s Nose.”
Then answer question 11.

11. Think about what the main characters learn in each folktale. Then write an essay that explains what is similar and different about the important lesson presented in each folktale. Use details from **both** folktales to support your ideas.

◆ ◆ ◆

9

Novak Djokovic is one of the best tennis players on the court today. He discovered his love of tennis at a young age and never put his tennis racket down!

Novak is from Serbia. Serbia is a country in Eastern Europe. When Novak was young, there was a war in Eastern Europe. He and his family had to hide in their basement to avoid being bombed. The war impacted thousands of lives. Novak was determined to rise above these hardships. He worked very hard to become the best tennis player. At age 14, he started his international tennis career.

In 2007, Novak went to Montreal to play in a tennis tournament. In this tournament, he beat the top three players in the world. He was on his way to becoming number one! The next year, he went to the Beijing Olympics. He competed for his home country, Serbia. He won a bronze medal for Serbia. He was on a roll!

In 2011, Novak won 43 matches in a row. That same year, he became the top tennis player in the world. He continues to play tennis to this day. He has even been the top tennis player in other years since 2011.

Many people like Novak. His sense of humor entertains a lot of people. He also gives back to his community. He created the Novak Djokovic Foundation. Many kids in Serbia do not get a preschool education. Novak's foundation helps young Serbian children get this education in an encouraging environment. The foundation also trains teachers to be supportive, nurturing mentors for these children. He wants kids to dream as big as he did!

(Novak)

RI3.1A

- 4) Read the statement below. Use the text to determine best the answer

Which best describes why Novak is a great tennis player?

Go back in your text and annotate before answering

1st ans	Fixed)	
a	a	He travels the world to play
b	b	He practiced many hours to develop his skills
c	c	He was set his mind on a better life and being the best
d	d	He has won many titles and games

RI3.1B

- 2) Circle key words in your answer to question 1

Now, thinking about those key words, choose which piece of text evidence best supports your answer

1st ans	Fixed	
a	a	He worked very hard to become the best tennis player.
b	b	Novak was determined to rise above these hardships.
c	c	In 2007, Novak went to Montreal to play in a tennis tournament
d	d	In 2011, Novak won 43 matches in a row.

RI 3.3?

What happened to as a result of the war in Serbia?

1st ans	Fixed	
a	a	Novak had to leave and travel the world
b	b	Many bombs fell on buildings
c	c	Novak worked hard at tennis
d	d	People were determined to have better lives

Dava is a young boy who lives in North Africa and is learning how to take care of his family's flock of sheep. Read the passage carefully. Then, answer the questions.

Dava's Talent
by Lee Ebler

1. Dava loved sheep. He loved their cries and their thick coats. He loved to play with the lambs and he especially loved to fill the woosack when Papa sheared. Dava's papa was a shepherd, and his family lived near a river and mountains in a small village in Morocco.
2. Dava thought sheep were wonderful, but he could not herd them very well. When he wanted them to go right, they went left. When he wanted them to go uphill, they went downhill. And when he wanted them to drink, they stood in the brook and splashed while Dava got wet and sneezy.
3. "All your forefathers have been shepherds," said Uncle Eban. "Why won't the sheep obey you?"
4. "I don't know," said Dava sadly.
5. "Maybe if you wear Papa's clothes," suggested his sister Leah, "the sheep will think you're Papa and mind you."
6. So Dava put on Papa's djellabah¹. The sleeves covered his hands, and the hem dragged on the ground. When he walked toward the sheep, he tripped and fell. The sheep were not fooled. While Dava struggled out of the djellabah, they got into the garden and ate the melons.
7. "Perhaps you should walk slower when you lead the sheep," said Mama. "Sheep do not like bouncy shepherds."
8. So Dava walked slowly. But he was so slow that the sheep thought he was a tree. They chewed on his sash, leaving it sticky and shredded. Dava decided that walking slowly wasn't the answer.
9. "Every shepherd has a talent to offer," said Papa. "When you find yours, the sheep will obey. Uncle Eban plays the flute. My talent is singing. We both lead the herd with our music."

¹ **djellabah**: a loose robe made out of wool

10. "Maybe I'm a singer like Papa," said Dava to Bright Eyes, the smallest sheep. He began to sing in a loud voice about streams and green grass. He thought he had found his talent until Leah chased him away from the house.
11. "Your music sounds like rocks falling!" she said, slamming the door.
12. "I will loan you my flute," said Uncle Eban. "It's clear that you are not a singer."
13. So Dava played the flute. He practiced inside the sheepcote² until Uncle Eban stuck wool in his ears and the sheep began to bleat. They did not like his flute playing.
14. "You screech like a hawk!" said Uncle Eban, taking back the flute. "You're scaring the sheep."
15. "I will never be a good shepherd," said Dava to Bright Eyes.
16. One day a terrible thing happened. Papa and Uncle Eban were repairing the stone wall. They were working fast because a storm was coming. Suddenly one of the rocks fell on Papa's foot. Dava could see that it hurt. He started toward Papa, but Uncle Eban stopped him.
17. "I'll take your papa home, but you must lead the sheep back by yourself. Take them slowly, as you have learned."
18. "But I can't," said Dava. "The sheep won't listen to me."
19. "Please try," said Uncle Eban.
20. Dava watched Papa and Uncle Eban leave. The sky was getting dark, and the wind was rising. The sheep began to bleat.
21. Dava picked up the staff and swished it around. "Hoy!" he shouted. "Hoy, Trud and Bright Eyes. Hoy, Spots!"
22. But the sheep did not listen. Thunder echoed over the mountains, and the frightened sheep moved toward the broken wall. If Dava didn't stop them, they would run into the desert.

² **sheepcote**: a pen for sheep

23. Almost without thinking, Dava began to whistle softly. The sheep didn't hear it, but the whistle calmed Dava. So he whistled louder. Beside him, Bright Eyes stopped trembling.
24. Then Dava had an idea. He stood in the center of the herd and whistled. He whistled a hopeful tune, a cheerful tune, an everything's-all-right tune. And the sheep understood. They grew calm, because Dava was calm. Still whistling, Dava led them toward the sheepcote. He knew the sheep trusted him now. He felt as if he were part of the flock.
25. I am a whistler, thought Dava, smiling.
26. The sheep came safely home that day, and Papa was soon feeling well enough to hear Dava's story.

Source: From Spider Magazine, April 1994 edition. Copyright © 1994 Carus Publishing Company. Reprinted by permission of Cricket Media.

1. What does the word **obey** mean in paragraph 3?
- A. to do as told
 - B. to be as near
 - C. to enjoy being with
 - D. to change places with

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

2. How does Dava's family try to help him?
- A. by giving their old things to Dava
 - B. by telling Dava which talent he has
 - C. by caring for his father so Dava can find the sheep
 - D. by suggesting ways that Dava can make the sheep follow him

Part B

7. Which detail from paragraph 24 best supports the answer to Part A?

- A. "He stood in the center of the herd and whistled."
- B. "They grew calm, because Dava was calm."
- C. "Still whistling, Dava led them toward the sheepcote."
- D. "He felt as if he were part of the flock."

Writing Task

Refer to the passages then answer the question that follows.

Think about Dava's actions in the story. Write an essay that describes Dava's actions and traits they show about him. Use details of the story to support your ideas.

Andy is frightened when he sees the pirates. They have eye patches and big swords, and they do not look happy to see him. But the pirates are not the reason why Andy feels scared. The pirates are supposed to be there, because Andy is starring in the school play. He had been excited when Mrs. Roberts, his teacher, chose him to star in *Treasure Island*. The play is based on a famous novel by Robert Louis Stevenson, and it is one of Andy's favorites. He has been looking forward to this for weeks. But now that he's up on stage, with his family and friends watching from the audience, something terrible has happened. Andy does not remember what he's supposed to say.

It's the big scene at the end of the play, when Andy fights the pirates. When they were practicing the play, this was his favorite scene, because he got to run and jump and fight with his sword. Andy loves pretending to be a pirate. He and his friends spend every recess imagining the jungle gym is a ship. They run back and forth across it, having sword fights and yelling about buried treasure. Sometimes they jump off the side and pretend to be eaten by sharks. During recess, they pretend to fight with swords, and hold them like pirates.

But before the fight can happen, there's something Andy has to say to Long John Silver, the leader of the pirates. No matter how hard he tries, he can't remember his line.

Is he supposed to say, "This is the end for you, Long John Silver!"? Is he supposed to say, "Get your hands off my treasure!"? Maybe he's supposed to say, "En garde!" That's what people say in pirate movies. But Andy doesn't want to just make up the words. If he says something wrong, he might confuse the other actors. He might get in trouble.

Andy's mother was very proud of him when he got picked to star in the play. He can't see her in the audience, but he knows she's out there somewhere, waiting for his big scene. Andy is worried about letting her down. The other actors are waiting for him to say something. They look angry. He isn't sure if their anger is pretend. He waves his sword at them, but they don't do anything. Nothing can happen until he says his line. Andy is beginning to sweat.

From somewhere out in the audience, he hears a voice yell, "Get 'em, Andy!" It's his mom! Suddenly, Andy knows just what he has to do. He still can't remember his line, but it doesn't matter. Andy raises his sword above his head and roars like a lion. He runs at the pirates, and they begin to fight.

(Pirates)

RI3.1A

5) Read the statement below. Use the text to determine best the answer

Which best describes why Andy is scared?

Go back in your text and annotate before answering

1st ans	Fixed)	
a	a	He had forgotten what he is supposed to say
b	b	He is supposed to fight the other pirates
c	c	He is worried he will make his mom sad
d	d	He knows his friends are mad at him

RI3.1B

2) Circle key words in your answer to question 1

Now, thinking about those key words, choose which piece of text evidence best supports your answer

1st ans	Fixed	
a	a	something terrible has happened
b	b	Is he supposed to say, "This is the end for you, Long John Silver!"
c	c	he knows she's out there somewhere, waiting for his big scene
d	d	He isn't sure if their anger is pretend

RL 3.2

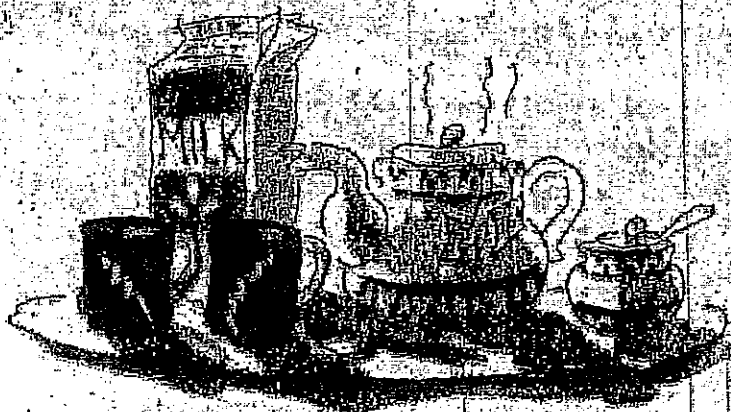
Andy's mom calls out to his from the audience? What was the affect on what happened next?

1st ans	Fixed	
a	a	Andy remembered what he was supposed to say
b	b	Andy felt confident enough to go on
c	c	Andy felt happy his mom cheered and made up his next line
d	d	Andy felt inspired and made up some new lines for the play

Maybe a Fight

- ① Emily and I were about to have a fight. I could feel it in the air, like a thunderstorm coming. I was in a foul mood and she was feeling much the same. It was going to happen any minute.
- ② Yet I didn't feel strong enough to get good and mad and then go to the trouble of making peace. We were going to end up barely speaking for at least two days and we'd both hate it. It's terrible, when you are dying to talk, to have just made a vow never to speak to the other person again.
- ③ "Emily Blair," I said, struggling with my conflicting emotions, "are you trying to pick a fight with me?"
- ④ "I wasn't, but I *will*, if that's what you're after," she growled.
- ⑤ Then, in the nick of time, my mother walked in. She looked from me to Emily and back again. Then she plugged in the kettle. "What's wrong with you two?" she asked.
- ⑥ We didn't answer. We glowered. By now, we knew we had gone too far to back down. The fight had as good as started.
- ⑦ Mother pulled out a chair and sat down. "Why don't you both just pitch in and start calling each other names?" she said. "If you hurry you can get it out of your systems before the kettle boils. Then we can all have some tea. Kate, you begin."
- ⑧ "Why me?" I yelped, feeling like an idiot.
- ⑨ "Because you are the highest, of course. Tell her she's two-faced and bossy and preachy. Go on, Kate. Do I have to dictate your entire part?"
- ⑩ "But she isn't. Not two-faced anyway," I said. "And we're

- both bossy sometimes. . . . I ground to a halt.
- ⑪ Emily had started getting out the tea things.
 - ⑫ "When I'm preachy, you have it coming," she said, over her shoulder.
 - ⑬ The kettle began to sing. Emily poured boiling water into the teapot. She kept her back turned.
 - ⑭ All at once, I knew I was going to laugh. No matter how hard I tried not to, I could feel giggles bubbling up inside me. I chuckled. Mother joined in. And when Emily turned around, she was wearing this silly grin.
 - ⑮ "Be careful. It's hot," she instructed, handing us each our mug. Then, holding her own aloft, she said, "To us, champion lightweight battlers of Riverside!"
 - ⑯ "Don't forget me," my mother said. "I did most of the work." Then she took a swallow, instead of just pretending like Emily, and burned her tongue.
 - ⑰ Afterwards I asked Emily, "Did we have a fight or didn't we?"
 - ⑱ "Weren't you there?" was all she would answer.



Sheila Rae's Peppermint Stick

By Kevin Henkes

- ① Sheila Rae had a peppermint stick.
It was long.
And striped.
And thin.
And sweet.
- ② Louise wanted it.
"Please?" she said.
- ③ "You can have one lick,
if you can guess
how many stripes there are,"
said Sheila Rae.
- ④ Louise thought and thought and thought.
"Thirteen - seven," she said.
"Wrong!" said Sheila Rae. "Too bad."
- ⑤ "Please?" said Louise.
"You can have one lick,
if you can reach it,"
said Sheila Rae.
Sheila Rae climbed onto a stool
and some pillows
and some books.
- ⑥ Louise sighed. "Too high."
"If I had two, I'd give you one,"
said Sheila Rae. "But I don't. Too bad."
- ⑦ Just then Sheila Rae stumbled.
The books fell.
The pillows fell.
The stool tipped over.
The peppermint stick
broke in half.

② "Now there are two!"
said Louise.

④ Sheila Rae had a peppermint stick.
It was short.
And striped.
And thin.
And sweet.
And Louise ha one, too.

⑩ "I WAS GOING TO GIVE YOU SOME ALL ALONG!"

8. In "Sheila Rae's Peppermint Stick" and "Maybe a Fight", the conflicts were solved in unique ways. Write an essay that explains how each conflict was solved in a unique way. Use details from the story to explain why each resolution was unique.
