4th 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?

FS: focus statement that answers the question with two ideas

T: topic sentence about idea 1 from text 1
E: evidence (In the text it says...)
E: explain (This shows...)

T: topic sentence about idea 2 from text 2
E: evidence (In the text it says...)
E: explain (This shows...)

C: conclusion

Wednesday

I love birthday parties--especially my own. The part I like best about my birthday is presents. In our house, we have two traditions. One is a big party with the whole family. And the other is my mother's rules. About an hour before my party, my mom calls me into the kitchen. Then she reads the list:

- - Say hello to people when they come in.
- - Offer guests food instead of eating all the good stuff myself.
- - Don't rip off the wrapping paper as if I'd never seen a present before.
- Always say, "Thank you." And pretend that I like a present, even if it's the ugliest thing I've ever seen.

On most birthdays, following the rules has been easy. For the last five years, I've pretended to *love* the socks that Aunt Laura has given me. I am ready.

Everything is going well this year as I get to the last--and biggest--box in the pile. It is almost as big as I am. I try hard not to rip the paper. As I remove the paper, I say something like, "I can't wait to see what it is." It's from my great-grandfather. He's smiling a big smile.

The paper falls to the floor. I don't know what to say. Here, in the middle of the room, stands a rocking horse. It's the kind a little kid rides. I look at Great Gramps. "It took me six years to make it. Do you like it, Henry?" he says. My mother looks at me as if she's afraid of something. But I get on the horse. (It wasn't like my friends were there to watch.) I rock it, and tell Gramps it's the best rocking horse I've ever had.

What does Henry think of the gift his Great Gramps made? Go back in your text and annotate before answering a) Its is perfect b) He is disappointed c) It is babyish d) He wants to show everyone	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 a) It wasn't like my friends were there to watch b) It took me six years to make it. Do you like it, Henry c) I don't know what to say d) He's smiling a big smile

This is a personal narrative written by Anna Strong, a spy during the American Revolution.

A Patriot from the Beginning

1. I was born in 1740. My claim to fame is being one of the few women in the famous Culper Ring. This was a secret intelligence network during the American Revolution. We were based around New York City and Long Island.

My Adventure Begins

2. During the Revolutionary War, I lived in the town of Setauket in Long Island, NY. My husband, Selah Strong, was a Patriot judge at the time. He was captured and held prisoner by the British on a ship out in the New York Harbor. I was left all alone to tend to the family home with the enemy close by. At the time, women were not seen as a threat. I used this to my advantage to help the Patriot cause. One way we helped was through the Culper Ring. This was a way to supply General Washington with military intelligence on the British forces in the area. These British forces controlled New York City.

Our Tradecraft

3. In August 1778, the Culper Ring was created. It was headed by Abraham Woodhull. He was my neighbor and a farmer. Mr. Woodhull's code name was "Samuel Culper, Sr." We used code in all our communication with General Washington. Our ring used many other methods to protect ourselves. For example, we wrote in secret ink. We also used dead drops. This is when you leave information in secret places for other people to pick up later.

4. Mr. Woodhull recruited me. He later wrote that I could "outwit them all." The British had heightened security. Soldiers stopped and searched every man traveling alone because they fit the profile of a spy. I was to go with Mr. Woodhull as his wife on a visit to visit the family in New York. In reality, Mr. Woodhull was collecting and delivering important intelligence during this trip. The trick worked! The British never stopped or questioned us.

Secret Messages in the Laundry

5. I came up with a creative way to notify Mr. Woodhull when Caleb Brewster was in Setauket. Mr. Brewster was an important source of information for us. The British were constantly patrolling the water. Mr. Brewster had to be very careful where he hid his ship. There were six coves where he could hide that were close to my home.

6. When I saw Mr. Brewster's ship come in, I would hang my black petticoat on the laundry line. I also hung one to six handkerchiefs to show which cove he was hiding in. Mr. Woodhull would see my laundry line and go visit Mr. Brewster to gather intelligence.

My Story Ends

7. After the war, I was reunited with my husband. We even got to meet General George Washington. We named our next child George Washington Strong, after the general. My husband and I lived out the rest of our days in Setauket.

The Culper Spy Ring

This passage is adapted from the website of the U.S. Central Intelligence Agency (CIA).

1. The British seized control of New York City in the autumn of 1776. After this happened, many people in New York became spies for George Washington. Of particular importance was the Culper spy ring. This group of about 20 men and women was formed in the summer of 1778. They worked from an outpost above New York City.

2. The most important piece of information obtained through the Culper ring came in July of 1780. It came from a spy known to this day only as "Lady." "Lady" reported that a British general, Sir Henry Clinton, was sending British troops by sea from New York to a nearby city. There, these British troops would attack French troops that had just arrived to help the colonists. The French troops had been at sea for two months. General Clinton wanted to attack them before they recovered from the trip.

3. George Washington received this intelligence on the afternoon of July 21. He immediately drew up plans for a fake attack on New York City. He then had the "plans" delivered to a British outpost by a local farmer. The farmer claimed to have found the "plans" on a nearby road. In the meantime, Washington also marched his army toward New York City. He wanted to make it seem like he was preparing to launch an attack there. As a result, General Clinton believed that an attack was about to happen. He called back the British troops then at sea to strengthen the city's defenses. "Lady's" intelligence and Washington's actions thus saved the tired French troops from likely defeat. The French troops then joined with the colonial army.

Prompt

Write an argument for why the Culper spy ring was important to the outcome of the Revolutionary War. Use evidence from both passages, "Anna Strong" and "The Culper Spy Ring," to support your response.

Th

2

This was the fourth time this year that Lin was the new kid in school. Four moves in seven months--all because her mother's job kept them moving. She had decided back in December that making new friends was a waste of time. She would join no more clubs. She would add no new names to her phone list.

On her first day, the teacher welcomed her to the class and assigned a "buddy" to help her find her way around. This time, it was a girl named Marley, or Carly, or something. Lin knew that she would forget them all, just as the other kids from all those other schools had probably forgotten her. As the teacher was giving Lin papers filled with assignments to make up, Lin made her decision. At this school, she would be memorable.

The next day, Tuesday, instead of wearing the usual jeans and tee shirt, she wore a pair of bloomers from an old Raggedy Ann Halloween costume. She didn't brush her hair. On Wednesday, she wore an old dress of her mother's, along with soccer cleats.

On Friday, they called her mother to school. She was a bit worried about what her mom would say when she saw her outfit—a hula skirt from a vacation in Hawaii worn on top of a pair of tattered jeans. From inside the principal's office, she heard her mother and Mrs. Leonard talking.

"She'll be so excited," her mother said to Mrs. Leonard in the hallway. "We've moved so often, but this time, we're here to stay. I've got a new job in town. Finally, she'll be able to fit in."

What does Lin think of the kids are her new school? Go back in your text and annotate before answering e) She doesn't like them f) She wants them to think she's strange g) She doesn't care about them h) She wants them to think she's stylish	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 e) it was a girl named Marley, or Carly, or something f) Finally, she'll be able to fit in. g) At this school, she would be memorable. h) fourth time this year that Lin was the new kid in school

Today you will read the following passage. Read this passage carefully to gather information to answer questions and write an essay.

Excerpt from *The Amazing Amazon* by David Meissner

Rainforests

❶ Tropical rainforests live up to their name: They are forests where it rains a lot. In fact, a typical tropical rainforest receives between 150 and 400 centimeters (59–157 in) of rain each year. They are also warm. Their temperature averages between 25° and 35° Celsius (77°F–95°F). Rainforests are green year-round. Their hot, humid, and rainy climate is perfect for tall trees, vines, ferns, and other plants. The really thick parts of rainforests are what we call *jungles*.

The Amazon

❷ The Amazon rainforest lies in South America. It is the largest tropical rainforest in the world. It has more kinds of insects, plants, and animals than any other place on Earth. Every year, scientists discover new species of insects and plants there.

Layers of the Rainforest

❸ To better understand the rainforest, scientists have divided it into four layers, or sections. You can think of it like a four-story building. The highest trees make up the top floor, or the emergent layer. The next highest trees make up the canopy layer. Below them is the understory layer. At the bottom is the rainforest floor.

❹ ***Crazy Canopy*** The rainforest's real action is in the canopy layer. This is where most plants and animals live. It is like a thick roof, woven out of tree branches, plants, and vines.

❺ Many trees in the canopy are covered with climbing vines and epiphytes. Epiphytes are plants that grow on top of others. Most of the rainforest's flowers, fruit, and seeds are found in this layer.

6 With so much good canopy food, it makes sense that animals hang out here. Many animals rarely come down to the ground. They eat, sleep, hunt, and give birth high up in the trees. Sloths, toucans, and parrots are just some of the canopy's residents. The hardest one to ignore is probably the howler monkey. Its name befits its behavior, as these monkeys howl and scream to keep other animals out of their territories.

7 ***The Darker Story*** The understory is the third level of the rainforest. It is below the canopy and above the ground. This is where ferns, plants, and young trees grow. It is dark in the understory because very little light shines through the thick canopy. Understory plants grow leaves that are big and wide. That way they have a better chance of catching some rays.

8 Animals like to eat these big leaves. The understory is not nearly as busy as the canopy, but animals do live here. Poison arrow frogs hide in the foliage. Snakes wrap around trees like vines. Birds peck and pull insects from the wood. Large cats such as jaguars leap between branches.

5. What reason supports the author's point that the Amazon rainforest's action takes place in the canopy? Identify at least <u>three</u> pieces of evidence to support the reason.

Friday

3

The school newspaper headline read: *Fifth Grader Celebrates 3rd Birthday!* Catherine was used to people making a big deal out of her birthday. No doubt, she was the only fifth grader with just three candles on her birthday cake. Her friends kidded her that she was some sort **of prodigy—very** advanced for her age. After all, she could read and do math like any other fifth grader. She even knew some French and was on the soccer team.

She liked to tell people that her younger brother was eight and her younger sister was six, just to see the confused looks on their faces. They'd scratch their heads and wonder how it was possible. She would also say things like "I was eight years old before I had my second birthday."

When she met other kids for the first time, she would tease them with details: "On my last birthday, I was two. I'm very tall for my age." Sometimes, one or two of them would call her a liar. At other times, they would just walk away, thinking she was a bit nuts. But, usually, they would ask her what she meant.

"I was born on February 29, 1996," she would say. "That's a leap-year day. The next leap year didn't come until 2004, so that was my second birthday." She explained that 2000 wasn't a leap year because it ended in zero.

When an actual birthday came around, it was a very important occasion. She celebrated every year, of course, but had to do it either on February 28 or March 1. Neither felt really right. But every four years--except for the one that ended in zero--she got to celebrate on her actual birthday. And this was one of those years.

She planned a big party in her back yard. There would be plenty of room to play leap frog.

What does Catherine think of her birthday? Go back in your text and annotate before answering i) She thinks it is confusing j) She likes having an usual birthday k) She is happy to celebrate l) She doesn't like being teased about it	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 i) Sometimes, one or two of them would call her a liar j) Neither felt really right k) She would also say things like "I was eight years old before I had my second birthday." l) She planned a big party in her backyard

Today you will research wild horses in the United States and read three articles about them. As you review these sources, you will gather information about the illustrations and answer questions about wild horses so you can write an essay.

Read the article from "The Wild Horses of Assateague Island." Then answer questions 12 and 13.

from "The Wild Horses of Assateague Island"

Text and photographs from "The Wild Horses of Assateague Island," National Park Service, US Department of the Interior

A National Treasure

1 The wild horses of Assateague Island are descendants of domesticated animals brought to the island over 300 years ago. Horses tough enough to survive the scorching heat, abundant insects, stormy weather and poor quality food found on this windswept barrier island have formed a unique wild horse society. Enjoy their beauty from a distance, and you can help make sure these extraordinary wild horses will continue to thrive on Assateague Island.

2 *"My treasures do not click together or glitter. —They gleam in the sun and neigh in the night." —Bedouin proverb.*

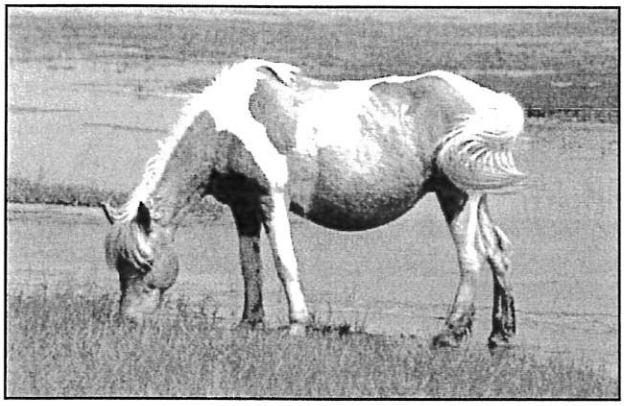
Where did they come from?

Were the horses shipwreck survivors . . .

3 Local folklore describes the Assateague horses as survivors of a shipwreck off the Virginia coast. While this dramatic tale of struggle and survival is popular, there are no records yet that confirm it.

Session 2

GO ON ▶



Text and photographs from "The Wild Horses of Assateague Island," National Park Service, US Department of the Interior

. . . or settlers' horses?

4 During the 17th century free-roaming horses, cows, sheep and pigs caused expensive crop damage to local farms. Farmers were required to pay taxes on all mainland livestock and fence them in.

5 Like people in the 21st century, these resourceful coastal residents looked for ways to avoid paying this tax. They turned to nearby Assateague Island with its abundance of food, shelter and a natural "corral" made of water to solve their problem.

6 It is likely that modern Assateague horses are descendants of those hardy animals turned loose on the island to graze tax-free.

Living the wild life in Maryland

7 Assateague's horses are uniquely adapted to survive on a barrier island. How do they do it?

What do they eat?

8 The horses spend most of their time grazing on abundant but nutrient-poor saltmarsh cordgrass, saltmeadow hay and beach grass. The horses' short stature is a result of hundreds of years of adaptation to this low quality diet. Genetically they are considered horses, even though they are now pony size.

9 The Assateague horses drink over twice the amount of water that domesticated horses will due to their salty food supply. All that drinking combined with a high salt diet contributes to their bloated appearance.

Where do they live throughout the year?

10 Spring brings cool, rainy weather and fresh plant growth to the island. Many of the horses live in the marshes close to their best food sources. Foals are usually born in late spring and live with their mothers in a family group called a "band." Each band is usually made up of 2–10 mares, their offspring, and a stallion.

GO ON ▶

11 Hot, humid, and full of insects, summer brings a new set of challenges. The horses escape the mosquitoes and flies of the marsh by spending more time on the beach and in the surf, letting the refreshing ocean breezes carry away airborne pests. Cooler fall weather and fewer insects allow the bands to move from the beaches back to the marshes and their abundant grasses.

12 The horses prefer to browse in shrub thickets during the damp, chilly, winter season. Their thick, furry coats will protect them from ferocious winter winds and the occasional snowstorm.

Do they receive veterinary care?

13 While action may be taken to end the suffering of a gravely ill, seriously injured, or dying horse, no measures are taken to prolong the lives of Maryland's wild horses. As with other species of Assateague wildlife, horses that are sick or weak do not survive. This helps maintain a hardy, healthy population of wild horses.

14 Virginia's horses are privately owned by the Chincoteague Volunteer Fire Department and receive some veterinary care.

Where can you see the wild horses?

In Maryland

15 Maryland's horses are owned and managed by the National Park Service. They are free-roaming wildlife and could be anywhere in the park. During the summer months many bands can be found on the beach. You can often see the horses and other wildlife by driving slowly along park roads. Protect island habitat by parking only in designated parking areas. The "Life of the Forest" and "Life of the Marsh" trails are good places to look, especially during spring, fall and winter seasons.

16 *Do not feed or pet the horses. Horses that learn to come up to the road are hit and killed by cars.*

In Virginia

17 Virginia's horses are privately owned by the Chincoteague Volunteer Fire Department and are fenced in large enclosures.

18 Look for the horses in the marshes along Beach Road and from the observation platform on the Woodland Trail.

Text and photographs from "The Wild Horses of Assateague Island," National Park Service, US Department of the Interior.

Session 2

GO ON ▶

Read the article "Wild Ponies of Chincoteague." Then answer questions 14 through 16.

Wild Ponies of Chincoteague

by Annika Brynn Jenkins

1 *The last Wednesday and Thursday of every July are amazing days at Chincoteague (SHING-kuh-teeg). That's pony-penning time on this island just off the coast of Virginia.*

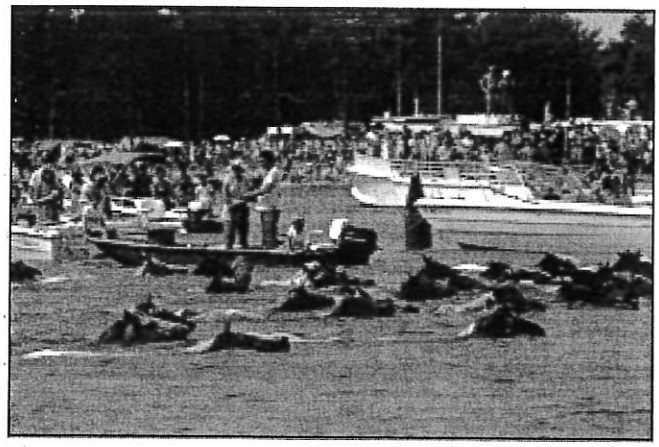
2 *The ponies normally live wild on nearby Assateague Island. To keep the herd from getting too big, some new foals are sold each year at auction on Chincoteague. To get there, the ponies are rounded up and herded across the narrow channel between the two islands.*

Wednesday Morning—Really Early!

3 My family and I woke at 4:30 in the morning to drive to Chincoteague. I was so excited, I jumped out of bed. The drive from our home in Virginia Beach was just two hours, but it seemed like a week.

4 After we got there, we took a small boat into the channel. The weather was wet and dreary, and I felt like an icicle as raindrops fell cold against my cheeks. But in my mind I was dancing! All I could think was, *It's almost time for the ponies to cross!*

5 First, I heard faint whinnying sounds drifting through the salty air. Then I could see the ponies on the Assateague shore. The "Saltwater Cowboys" were rounding them up. I loved the ponies at first sight! I wondered if they were thinking, *What's happening? Where are we going?*

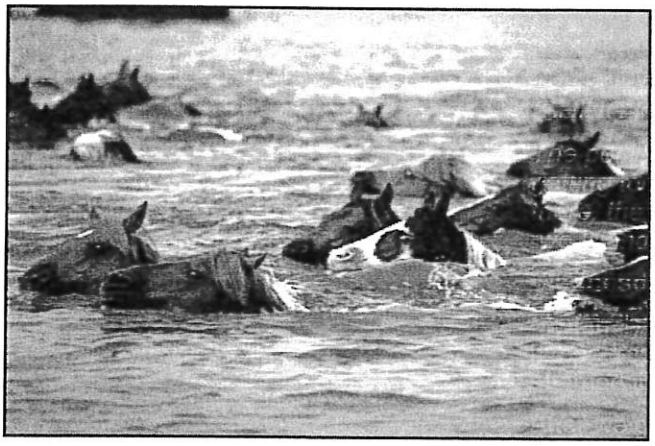


Photograph of onlookers watching ponies swimming during roundup (Image # 80995627), copyright © by James L. Amos/National Geographic/Getty Images. Used by permission.

Session 2

GO ON ▶

6 The cowboys waited a bit for the tide to change. Meanwhile, I imagined myself flying through the wind on a black-and-white mare. Oh, how I wished I could have a horse like that! Then, all of a sudden, I heard a shout from the crowd on the Chincoteague shore. I nearly jumped overboard with excitement! The ponies were stepping into the channel.



Photograph of wild Chincoteague ponies swimming the Assateague Channel (# ngs12_0248), copyright © by Medford Taylor/National Geographic/Getty Images. Used by permission.

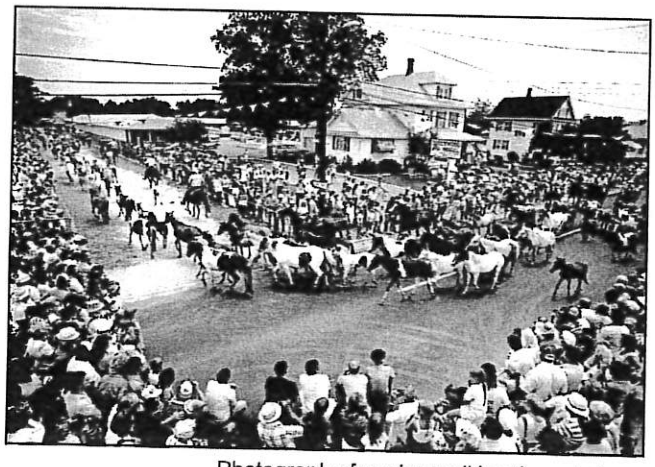
7 Before I knew it, pony heads were bobbing in the water. The swim across the channel didn't take long, but I wish it could have lasted a lifetime. It was so beautiful that I took a photograph of it in my mind.

Going to Town

8 After the crossing, the ponies had a chance to rest. Some slept, and some of the foals suckled their mothers' milk. They were getting their strength back for the next event.

9 That would be the pony parade to the carnival grounds, where we would watch the auction. I could see a Ferris wheel and a roller coaster, but I kept going. I wanted only to see the ponies. The cowboys were herding them right down Main Street!

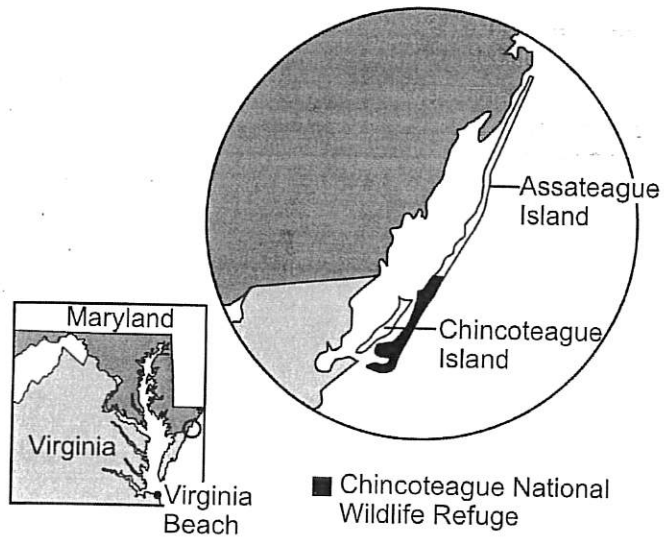
GO ON ▶



Photograph of ponies walking through town (NGS Image No. 719970), copyright © by Medford Taylor/National Geographic Stock. Used by permission.

10 My sisters and I sloshed through the mud to get to the corral where the ponies were held for the auction. I couldn't believe it when I got to pet a brown-and-white foal through the fence. It felt like love itself! His coat was coarse and smelled like a salty sea breeze. I was surprised that his nose felt so soft, like velvet. I imagined him thinking, *Can I go home with you?*

11 Later, I got to ride a tame Chincoteague pony. When I first climbed on, a shiver of excitement went down my spine. He was ready to go, and I wanted to gallop away with him.



GO ON ▶

Day of the Auction

12 There were so many people at the auction, I couldn't see what was happening. I had to stand on my tiptoes to get a glimpse of each foal that was brought out. But I could hear the bidding and the crowd going wild. When the price was as high as it could go, the auctioneer yelled, "Sold!" Then another foal would come out, and the bidding would start all over again.

13 After it was over, we visited Chincoteague National Wildlife Refuge on Assateague Island. There were tall grasses, shady trees, sandy beaches, and mosquitoes—*lots* of mosquitoes. I also saw the corral where the ponies stayed before their swim.

Going Home

14 On Friday morning, the ponies that weren't sold at auction swam back across the channel. I sat on the rocks on Chincoteague's shore and looked to Assateague. *It's a nice, peaceful place,* I thought. *The ponies are lucky to be home where there's grass to graze and land to roam.*

15 In the afternoon, I got to ride again. The pony was strong and spirited, and I had to hold him back. Riding him is something I'll always remember. And how could I *ever* forget the gallant ponies swimming across the channel—their hearts so full of courage and wildness!

GO ON ▶

Read the article "In Thunder and Rain, Chincoteague Ponies Make Annual Swim." Then answer questions 18 and 19.

In Thunder and Rain, Chincoteague Ponies Make Annual Swim

by Stefanie Dazio

© The Washington Post/Getty Images

1 Some had arrived before dawn Wednesday, staking out the best spot where they might see the famed wild horses of Chincoteague make their swim. But a freak thunderstorm, a full moon and a high tide threatened to derail the annual celebration and sent thousands to seek shelter.

2 Thunder boomed and rain soaked the marshland as thousands watched about 130 ponies swim from nearby Assateague Island to Chincoteague Island. Many were forced to watch the ponies cross the channel with water pounding their backs and lightning crashing overhead.

3 But the horses kept paddling on.

4 "We had no idea whatsoever about this storm," said Denise Bowden, vice president of the Chincoteague Volunteer Fire Department. Some of the foals are auctioned off to raise money for the department.

5 "It just seemed like it came out of nowhere," she added.

6 The annual pony swim—this year's was the 88th—is part of a week-long series of events on Chincoteague and Assateague designed to thin out the herd of wild ponies. It culminates with the auction of the foals, about 50 this year.

7 The event has seen rain before, but nothing like Wednesday's weather, Bowden said.

8 She was one of the fire officials on hand closely watching radar and encouraging people crossing a marsh to keep going.

9 "The mud will wash off," Bowden yelled into a loudspeaker. "The memories will last forever."

GO ON ▶

10 The swim has been popularized by Marguerite Henry's 1947 novel "Misty of Chincoteague," which was later made into a movie. Thousands come from across the United States and beyond.

11 The ponies began their five-minute crossing of the Assateague Channel about 11:30 a.m., herded toward Chincoteague Island by the Saltwater Cowboys—volunteers, many of them firefighters.

12 The swim takes place during slack tide, which is the period between tides when there is no current.

13 This year, though, the ponies faced a very high tide, according to Saltwater Cowboy Tom Clements, who has been shepherding the ponies through the swim since the 1970s. "This is as high as I've ever seen."

14 "It was a little dangerous," Clements said after the swim, noting that he wasn't sure which direction the storm was moving.

15 No ponies were hurt, Bowden said, but a few of the cowboys' horses suffered cuts on their legs from shells. "Outside of the weather, it was a perfect swim," she said.

16 Andrea Iwanik, 39, of Silver Spring came to the swim with her family for the first time this year. She said she arrived around 8:30 a.m.

17 "We waited 2 1/2 hours for torrential downpour and a little bit of pony," she said.

18 Iwanik had hoped for a better view of the crossing, but she said she would return another year.

19 "I think we have a good story to tell," she said.

20 Iwanik came from Maryland, but others traveled across the country for the swim and staked out their spots beginning in the early hours of the morning. Between 30,000 and 35,000 people came, Bowden said.

21 Poppy Hendrickson-Hoersting, 10, convinced her family to fly from Oregon to see the swim. She's "wild about horses," her dad, Leo Hoersting, said, and is a big fan of Henry's book.

22 The family flew from Oregon to Ohio, where they met up with more relatives, and drove to Virginia.

23 Pam Richerson, 60, of Hutto, Tex., grew up reading the "Misty" book and has wanted to see the swim for decades.

24 One of her husband's first gifts to her was a first edition of the book.

25 "I'd say we've been planning it for 36 years," her husband, John Richerson, laughed.

26 "My bucket list is checked off," Pam Richerson said.

GO ON ▶

20. You have read the articles from "The Wild Horses of Assateague Island," "Wild Ponies of Chincoteague," and "In Thunder and Rain, Chincoteague Ponies Make Annual Swim." Think about the illustrations from the articles and how they help the reader learn more about the ponies.

    Write an essay explaining what can be learned from the illustrations about the lives of the ponies described in the articles. Include details from all three sources in your explanation.

GO ON ▶

Monday

4

Kojo the monkey lived in the rain forest. One day Kojo decided to play a trick on the other monkeys. "Leopard!" Kojo cried. "A leopard is coming!" The monkeys scrambled. They climbed up to the highest tree branches. They shook with fear. Leopards like to eat monkeys.

Kojo laughed. "Ha! Just kidding," he said. Kojo's Aunt Ama scolded him. "Nobody likes a liar, Kojo." Kojo felt bad for a little while. But he soon got bored. A few days later, he did it again.

"Leopard!" Kojo cried. "A leopard is coming!" The monkeys scrambled again. Kojo laughed. "Ha! Just kidding again," he said. Aunt Ama shook her head. "Be careful, Kojo. Nobody will believe anything you say if you keep this up." The monkeys were all pretty upset with Kojo. They ignored him. Kojo sat in a tree branch, bored and lonely.

Then he saw a shadow on the ground below. A hungry-looking leopard padded across the rain forest floor. "Leopard! A leopard is coming for real this time!" Kojo yelled. None of the monkeys paid any attention. The leopard was headed right for them. Kojo knew what he had to do.

"Here, leopard! Over here!" he yelled. The leopard chased Kojo. Kojo climbed up to the highest branches. The other monkeys now saw the leopard and they climbed into the trees, too. The leopard could not climb as high as the monkeys. She gave up and walked away.

What is the theme of this story? Go back in your text and annotate before answering m) Monkeys cause trouble n) Listen to your elders o) Leopards can be dangerous predators p) Be careful with your reputation	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 m) The other monkeys now saw the leopard and they climbed into the trees, too n) None of the monkeys paid any attention o) Aunt Ama scolded him. "Nobody likes a liar p) Kojo laughed. "Ha! Just kidding,

Name:_____4_____

The First Greeks

A wall painting from a palace at Knossos. This is a large archaeological site on the island of Crete. The Minoans lived there more than 3,500 years ago.

1. Democracy. Philosophy. Dramatic plays.

2. The Olympic Games. These are some of the most important parts of Western civilization. And they all first arose more than 2,000 years ago in ancient Greece.

3. The ancient Romans eventually conquered the ancient Greeks. Then they took Greek ideas and spread them across their enormous empire. This was an area that included much of Europe.

4. After the Roman Empire fell, Greek ideas lost their place in European society. They were forgotten for most of the Middle Ages. This was a dark period that lasted about 1,000 years. Only later did people finally rediscover Greek ideas, during a period known as the Renaissance. This was a time of great artistic and scientific change in Europe.

Humans Are The Measure Of All Things

5. One important part of Greek thought was the idea that humans are the measure of all things. The ancient Greeks wanted to know how the universe works. To find out, they turned to philosophy, math and science.

6. The Greeks glorified the human in their art, literature and religion. Even their gods were made in the image of humans. The Greek gods looked like humans and had human feelings. They behaved more like flawed people than like perfect gods.

7. The Greeks believed the individual was very important. This became an important idea in Western civilization. The Greeks believed in individualism, or the idea that people should be free and independent. The spirit of individualism is still alive and well in America today.

Experimenting With Democracy

8. The Greeks were the first in the West to experiment with the idea of democracy. This is a form of government where the people rule. In a democracy, citizens meet to discuss all

laws. Then they vote to decide which laws to put into place. Many democratic governments in the world today are based on the Greek model.

9. Greek democracy did not really include everyone, though. Many people were still kept out of the political process. For example, women were not allowed to participate

First Groups In Greece

10. The first groups of people to live in ancient Greece were the Minoans and the Mycenaeans. Not much is known about either group. They did not leave behind much written or physical evidence of their civilization. However, historians know that the Minoans lived on the island of Crete by 1650 B.C. That was more than 3,500 years ago. The Minoans were named for the legendary ruler of Crete, King Minos. Historians believe that the Minoans were traders who traveled the seas.

11. The Mycenaeans came from a group of people who migrated from India. They came through the Middle East and into Greece around the year 2000 B.C. That was about 4,000 years ago. These Indo-Europeans mixed with the native population of Greece to become the Mycenaeans. Over time, both the Minoans and Mycenaeans expanded and took over new land. Eventually the two civilizations ran into one another.

Greeks Resurface

12. Historians think the Mycenaeans destroyed the Minoans in the battle that followed. By 1200 B.C., a group known as the Dorians wiped out the Mycenaeans. This led to a Dark Age that lasted a few hundred years. During this time, civilization began to disappear in the region. Not much is known about this period in Greek history.

13. But from this Dark Age, a highly developed civilization resurfaced. It is now known as Ancient Greece. From government and art to medicine and science, the ancient Greeks produced many important ideas. These ideas would shape humankind for the next 2,500 years

Greek Drama

1. Many people don't realize that theater began thousands of years ago. It began in ancient Greece. Greek drama dates from the 6th century B.C.E. That is when singing groups called choruses put on shows to pay tribute to Dionysus, an ancient Greek god.

2. In 534 B.C.E., in the city of Athens, a contest was held. Men competed to be the best actor in Greece. A man named Thespis won. Sometimes actors are called thespians. This word comes from Thespis, the best actor in ancient Greece.

3. All Greek actors were men. They wore masks and played the female roles as well as the male roles. One character could have several different masks. If the character was happy, the actor would wear a mask with a smiling face. If the character was angry, the actor would put on a mask with an angry face. One actor played many different roles in the same play. To change characters, he would just change masks.

4. Most ancient Greek dramas were tragedies. The tragedies always had sad endings. Nothing ever seemed to work out for the main characters. There was often death and destruction, betrayal and broken hearts.

5. Some Greek dramas were comedies. The comedies were full of humor. We may not always understand the jokes today. However, they were funny to the ancient Greeks.

6. One thing all Greek dramas had in common was the chorus. The chorus was usually made up of three men. The men sang throughout the performance. The chorus would come out between characters' speeches. It would give an explanation of what was happening in the play. The chorus always explained things in song.

How Did the Ancient Greeks Change the World?

1. Even after 3,000 years, we're still using ancient Greek ideas in math, science, and art. Our alphabet is based on the Greek one. Check a dictionary and you'll find hundreds of words that come from the Greek language.

2. How did Greek ideas spread so far? It's down to Alexander, the young king of Macedon. He led his army to take over Greece, Persia, Egypt and even part of India. He ruled so much of the world they called him 'Alexander the Great'.

3. Wherever he went, Alexander took Greek ideas. When he died in 323BC, the Romans took over. They admired the Greeks' way of life and carried Greek ideas to even more countries - including ours!

Did the Greeks invent government?

4. In ancient Athens, citizens would gather together on a dusty hill called the Pynx. Here they would decide the city's laws and who should sit on its ruling council. This was 'democracy' or 'rule by the people.'

5. All 30,000 citizens were men. Women and slaves didn't get a say. A citizen could speak for the time it took water to run from one jar into another. When this water clock ran out, it was someone else's turn.

6. A jury of 500 citizens decided if someone was guilty of law-breaking. Punishments included death. Citizens could also vote to get rid of people they disliked. Each man wrote a name on a broken bit of pottery called an 'ostracon'. Anyone named more than 600 times got kicked out of the city.

7. Today, we also live in a democracy. Unlike in ancient Greece, women get to vote, too. Juries of 12 people decide if someone is guilty of a crime - we don't use ostracons anymore!

How did the Greeks change sport?

8. The Greeks loved sport as much as we do. They enjoyed the discus, javelin, long jump, boxing and horse racing. Athletes prayed to Nike, the goddess of victory - she's still a big name in sport today!

9. Greek men and boys trained in a gymnasium. We also go to the gym,

This is a terracotta statue of Nike, the goddess of victory. She is holding a wreath ready to crown a winner.

although today women and girls are welcome too. The Greeks loved to watch races in a big, open-air 'stadion', very like a modern sports stadium.

10. Every four years the Greeks held a special sporting festival at Olympia - the Olympic Games. These inspired the modern Olympics which began in 1896. Some of the events were very similar. Like the Greeks, we also hold the Olympics every four years.

11. Legends tell of Pheidippides, who fought at the battle of Marathon in 490 BC. When the Greeks won, he ran 26 miles (42km) to Athens with the news - and then fell down dead. Modern marathon races cover the same distance as his epic run.

Did the Greeks change the way we think?

12. Ancient Greek thinkers made big discoveries. Pythagoras found ways to measure and describe shapes that we still use in math today.

13. Aristotle studied plants, animals and rocks. He devised experiments to find out about the world we live in. Modern scientists do the same kind of thing.

14. Herodotus wrote a history of the Greeks. He based this on the eyewitness reports, something today's historians also try to do. Socrates and Plato were philosophers. They asked, "What is a good life?" and "How do we think?" Philosophers in our time also try to answer these questions.

15. Ancient Greek stories are still told today. We love films about superheroes and monsters. Our TV soaps are full of stories about long-lost children returning to find their parents - just as ancient Greek plays were.

You have read "The First Greeks", "Greek Drama", and "How did the Ancient Greeks Change the World?" which all show Ancient Greece has influenced our world today.

Write an essay explaining how the authors use evidence and reasons to support this idea.

Include details from all three sources in your explanations.

5

"You have rescued my horse," Queen Olivia told the young boy standing before her. "Now you shall have a reward."The frightened horse had run past him as he worked in the field that morning. He would have helped it whether it belonged to the queen or not. But he had to admit that getting a reward was nice.

Two of the queen's pages appeared. One carried a small pillow with a mirror sitting on top. Red jewels sparkled on top of the mirror's silver frame. The other page carried a wood cage with a clucking chicken inside it.

"Only one reward can be yours," the queen said. "Choose wisely." "That's easy," Peter said. "I'll take the chicken." Some of the people in the court laughed. It was clear they thought he had made a foolish choice.

"And why did you choose the chicken?" the queen asked. "Well, I don't know much about jewels and things," Peter answered. "But I do know about chickens. The chicken will provide eggs for my family for a long while."

Queen Olivia smiled. "Then you did make a wise choice," she said. "That mirror may look fancy. But the jewels you see are only colored glass, and the frame is painted silver. The chicken is much more valuable." Peter took the chicken from the page. Then he bowed. "Thank you, your majesty."

What is the theme of this story? Go back in your text and annotate before answering q) Its is better for something to be useful than to be flashy r) Chickens are very valuable s) You should help people in need t) Good deeds will be rewarded	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 q) That mirror may look fancy. But the jewels you see are only colored glass r) But I do know about chickens s) "Only one reward can be yours," the queen said. t) "You have rescued my horse," Queen Olivia told the young boy

5

_____ will stop at nothing to achieve greatness.

Today you will research sharks. You will read a passage from "Great White Sharks." Then you will read passages from *Face to Face with Sharks* and *Shark Life.* As you review these texts, you will gather information and answer questions about sharks so you can write a response.

Read the passage from "Great White Shark." Then answer the questions.

from "Great White Shark"
by the Ocean Portal Team

1. Sharks are much older than dinosaurs. Their ancestry dates back more than 400 million years, and they are one of evolution's greatest success stories. These animals are uniquely adapted to their ocean environment with six highly refined senses of smell, hearing, touch, taste, sight, and even electromagnetism. As the top predators in the ocean, great white sharks (*Carcharodon carcharias)* face only one real threat to their survival: us. The assaults are many. By:
    - catch: the accidental killing of sharks by fishermen's long lines and trawlers.
    - Illegal poaching: selling shark fins for soup. Illegal hunting: sports fishing for shark jaws as trophies.
    - Nets: placed along coastlines to keep sharks away from beaches.
    - Pollution: toxins and heavy metals that build up in the shark's body.
2. In some areas great white populations have plummeted by over 70%. If not stopped, it could lead to the extinction of this ancient species.

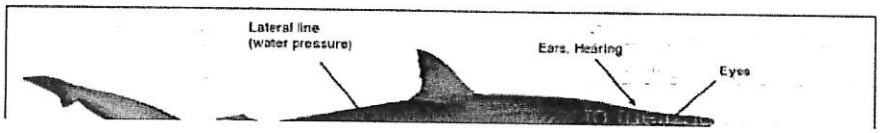
Great white sharks are powerful swimmers, capable of going 50 kph/35 mph.

Brains over Brawn

3. Many scientists now believe that great white sharks are intelligent, highly inquisitive creatures. When great whites gather, they seem to show different behaviors, from open-mouthed gaping at one another to assertive body-slams. These sharks are top predators throughout the world's ocean, predominantly in temperate and subtropical waters. Great whites migrate long distances. Some make journeys from the Hawaiian Islands to California, and one shark that swam from South Africa to Australia made the longest recorded migration of any fish.

4. The torpedo shape of the great white is built for speed: up to 35 miles per hour (50 kilometers per hour). And then there are the teeth - 300 total in up to seven rows.

5. But more than brawn, the great white shark has a tremendous brain that coordinates all the highly developed senses of this efficient hunter. Its prey, including seals and dolphins, are very clever animals, and the shark has to have enough brains to outsmart them. Despite their reputation as lone hunters, great whites will cooperate with one another, hunting in groups and sharing the spoils. And some researchers have been surprised by how fast they learn.



Shark Senses

6. Great whites became the ocean's top hunters through the evolution of supremely adapted senses and physiology.

SMELL

7. Great white sharks' most acute sense is smell. If there were just a single drop of blood floating in 10 billion drops of water, they could smell it! Their nostrils are on the underside of the snout and lead to an organ called the olfactory bulb. The great white's olfactory bulb is reported to be the largest of any shark.

HEARING

8. Shark external ears are hard to see: they are just two small openings behind and above the eyes. The ears may be small, but they're powerful. Inside, there are cells that can sense even the tiniest vibration in the surrounding water. Sharks also have an "ear stone" that responds to gravity, giving the animal clues as to where it is in the water: head up, head down, right side up, or upside down.

VISION

9. A great white shark has great vision. The retina of its eye is divided into two areas - one adapted for day vision, the other for low-light and night. To protect itself, the great white shark can roll its eye backward into the socket when threatened.

ELECTRO-RECEPTION

10. Sharks have a sense that humans can only be in awe of - they can sense an electrical field. A series of pores on the shark's snout are filled with cells called the Ampullae of Lorenzini that can feel the power and direction of electrical currents. Scientists have discovered that sharks can use this sense to navigate through the open ocean by following an electrical "map" of the magnetic fields that crisscross the Earth's crust.

TASTE

11. Great white sharks are opportunistic eaters. Depending on the season, area and age, they will hunt seals and sea lions, fish, squid, and even other sharks. They have taste buds inside their mouths and throats that enable them to identify the food before swallowing.

TOUCH

12. Great white sharks have an elaborate sense of touch through what's called the lateral line - a line that extends along the middle of the shark's body from its tail to its head. This line, which is found in all fish, is made of cells that can perceive vibrations in the water. Sharks can detect both the direction and amount of movement made by prey, even from as far as 820 feet (250 meters) away.

from *Face to Face with Sharks*

by David Doubilet and Jennifer Hayes

1. We have photographed hundreds of sharks around the world. Different shark species have different personalities. Sand tiger sharks are calm, and we can swim with them. Great white sharks are very fast, aggressive predators, so we photograph them from a special shark cage. We are always excited to see a shark while we are diving, but we are always careful and cautious because we are visitors in their world.

2. We have never been bitten by a shark. However, some sharks try to bite our camera strobe lights. The sharks sense the batteries' electric charge, and they think the strobes are alive and might taste good.

3. You never know when you will discover a shark surprise. One day we were swimming in eight-foot-deep water off the coast of Tasmania, a large island south of Australia. We looked down and saw more than 15 sawsharks with long snouts, called rostrums, hiding in green algae. We were shocked to see them there because sawsharks usually live in over 100 feet of water. These female sharks may have come into shallow water to birth their pups.

4. We had our favorite shark dive on a very calm day off Gansbaai, South Africa. We got in our round metal cage and went in. Right away, a 15-foot great white swam out of the gloom and smashed our cage hard enough to knock us down. She came back to the cage again and again, showing us her razor-sharp teeth and a mouth that could swallow us whole. More and more great whites appeared out of nowhere. Four sharks circled our cage at the same time. We stayed in the cage until the sun went down, even though we were cold. That day, 17 different great white sharks came to check us out. It was the best day ever!

from *Shark Life*

by Peter Benchley

1. Something was moving against the blue. Something dark. It was there and gone and there again. It wasn't coming from the side or circling me. It was coming straight at me, slowly, deliberately, unhurried, emerging from the mist.

2. I stopped breathing - not intentionally but reflexively, as if by stopping my breath I could stop all movement. I heard my pulse hammering in my ears. I wasn't afraid, exactly. I had been afraid, before, on the boat, but by now I had passed through fear. I was in a state of excitement and something like shocked disbelief.

3. *There it is! Feel the pressure in the water as the body moves through it. The size of it! My God, the size!*

4. The animal kept coming, and now I could see all of it: the pointed snout, the steel gray upper body in stark contrast with the ghostly white belly, the symmetry of the pectoral fins, the awful knife blade of the dorsal fin. The tail fin swung powerfully back and forth, propelling the enormous body toward me. It came slowly, steadily, as if it had no need for speed, for it knew it could not be stopped.

5. It did not slow, did not hesitate. Its black eyes showed no interest or excitement. As it drew within a few feet of me, it opened its mouth. I saw first the lower jaw, crowded with jagged, needle-pointed teeth; then, as the upper jaw detached from the skull and dropped, the huge, triangular cutting teeth, each side serrated like a saw blade.

6. The great white's mouth opened wider and wider, until it seemed it would swallow the entire cage, and me within it. I stared into the huge pink and white cavern that narrowed into a black hole, the gullet. I could see rows and rows of spare teeth buried in the gum tissue. Each tooth was a holstered weapon waiting to replace a tooth lost in battle. Far back on each side of the massive head, gill flaps fluttered open and shut, letting in flickering rays of light.

7. A millisecond before the mouth would have banged into the cage, the great white bit down and was rammed forward by a sudden thrust of its powerful tail. The upper teeth struck four inches from my face. They scraped noisily - horribly - against the aluminum bars. Then the lower teeth gnashed quickly, looking for something solid to sink into.

8. I shrank back, stumbling, until I could cringe in relative safety in a far corner of the cage.

9. My brain shouted, *You...you of all people ought to know: HUMAN BEINGS DO NOT BELONG IN THE WATER WITH GREAT WHITE SHARKS!*

You have read three passages about great white sharks. Using details and images from the passages, write an essay that describes the characteristics of great white sharks. Be sure to use details from all the passages in your response.

The Ice Age was a period in Earth's history when huge sheets of ice covered large parts of Earth's surface. Much of the world's water was frozen into ice. There was less water in the oceans than there is today. Some lands that are now under water were dry. That's why dry land once connected Asia to North America. During the Ice Age, this dry land formed an area that scientists today call Beringia (/buh*rin*gee*a/) or the "land bridge."

More than fifteen thousand years ago, Ice Age hunters in Beringia, were moving into North America. But many scientists believe that earlier people may have arrived thirty thousand years ago, by sea along the Pacific Coast.

At that time, hunter-gatherers could not move very far into North America. Huge ice sheets blocked the way. About fourteen thousand years ago, the ice sheets began to melt. The Ice Age was ending. Hunters could now follow herds of animals farther and farther into North America. First they spread across most of what is now Alaska. Then they moved south, through what is now western Canada.

Between nine thousand and fifteen thousand years ago, groups of hunter-gatherers spread out through this new world. Little by little, they moved into the ice-free parts of North America. They walked everywhere—and traveled all the way to South America's southern tip!

By now the climate was getting much warmer. Water ran off from the melting ice sheets, carving out giant river valleys. North America's huge Great Lakes filled up. Melting ice water caused oceans all over Earth to rise. Many areas along the coasts were flooded, including Beringia. The rising sea cut North America off from Asia.

The various groups of people found two vast continents to live in and all the animals they could hunt. They continued to hunt large mammals such as the mastodon. Over time, the climate changed, and this caused many large mammals to die out. The change in climate destroyed many of the plants the mammals ate. Overhunting the mastodon also helped to reduce its numbers.

Monday

RI3.1A

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

Why were some early Americans able to move south?

Go back in your text and annotate before answering

q) Melting ice meant they could travel more easily
r) There were great herds of mastodons to hunt
s) The Beringia land bridge was open
t) Water was filling up rivers for easier travel

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

r) Water ran off from the melting ice sheets, carving out giant river valleys.
s) Little by little, they moved into the ice-free parts of North America.
t) Hunters could now follow herds of animals farther and farther into North America.
u) Ice Age hunters in Beringia, were moving into North America.

RI 3.8

What is the connection between paragraph 1 and paragraph 2?

q) Comparison: paragraph 1 describes a way that people came to North America and paragraph 2 describes an alternate way
r) Cause and Effect: paragraph 1 explains how some people used Beringia to come to North America and paragraph 2 explains what happened after
s) Sequential: paragraph 1 tells what happened when people first started to move into North America and paragraph 2 tells what happened after
t) Cause and Effect: paragraph 1 tells how the Beringia came to be and paragraph 2 tells how people used it

6

Your school's science fair is taking place soon. Your class has decided to focus on doing science projects about animals. You become interested in learning more about where animals live. You have found three sources about this topic in the school library. Read the sources carefully so you will have the information you will need to answer the questions below.

Animals and Their Surroundings Informational Performance Task

by

Source #1

You have found an article t hat describes how animals survive in different environments, the places where plants and animals live.

It's a Cold (Hot, Dry, Dark) Cruel World

by Dawn Baertlein

Living creatures survive in all types of environments. Each environment creates different challenges for animals that live there. Some living creatures survive at the bottom of the sea where it is dark as night and very cold. Other plants and animals live in dry, hot environments. People can use tools like flashlights or fans to help them survive. Animals and plants, however, must rely on nature to help them survive.

Near the South Pole, in Antarctica, it is very cold. It is usually about minus 57 degrees Fahrenheit. Water freezes at 32 degrees Fahrenheit, so Antarctica is much colder than ice. Scientists live at the

Some animals have bodies that help them live in the cold. The icefish lives in water so cold that even in summer, chunks of ice continue to float in the water. How do icefish keep from freezing? The only way icefish can survive in this extreme environment is because they have a special substance in their blood that keeps ice crystals from forming inside their bodies.

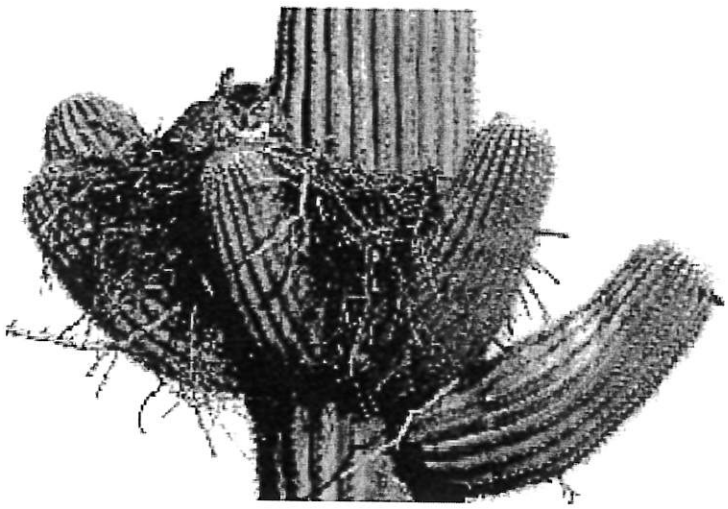
Penguins have thick layers of fat or blubber to help them stay warm, but sometimes even that is not enough! Often penguins must rely on each other for survival. They cuddle, up together as close as they can to share their body heat.

Another area that can be hard to live in is the dry, hot desert. People who live in the desert often wear special clothes to protect them from the heat. When they build homes they have air conditioners to keep them cool and to find water they dig wells that provide water from deep in the ground. How do animals survive in the hot, dry conditions?

Many desert animals come out only at night, when it's cool. Snakes, lizards, mice, and squirrels live in burrows. During the day, they stay under the ground and out of the sun.

In the hot Sonoran Desert of Arizona, an owl lives in a nest that sits on a tall cactus. The cactus stems store water. Rain doesn't fall often in the Sonoran Desert, but when it does, it falls quickly and heavily. Then the water quickly flows away. The cactus has roots that spread out only inches below the surface of the soil. The

roots are like a big sponge, soaking up rainwater fast. Now the cactus can store water for months and the owl has a nice home high up in the cactus.



An owl nests on a cactus in the desert

The ocean has very different challenges from those of the desert. The deepest parts of the ocean are very dark and cold because the sun's rays are unable to shine through all of the layers of water. Some of the very deepest parts of the ocean have thermal vents on the ocean floor that are like little volcanoes under the sea. The water coming out of the vents is very hot. Crabs survive at the bottom of the sea by scurrying around the vents looking for food.

Arctic chill, desert sun, and cold, pitch-dark ocean—these are difficult conditions that would be hard for people, to survive. But nature gives plants and animals the ability to live almost anywhere.

Source #2

You have found an article from Appleseeds magazine that describes how some animals build their homes.

Animal Architects

by Donna Henes

Everybody Needs a Home

Homes protect us from weather and keep us safe and comfortable. Animals are no exception.

Humans live in a wide variety of structures. Around the world, people have designed and built their homes to suit their particular needs and ways of life. Animals do the same.

In addition to making living places, people, and animals both build other structures: bridges, dams, traps, and storage areas. These structures help people and animals survive.

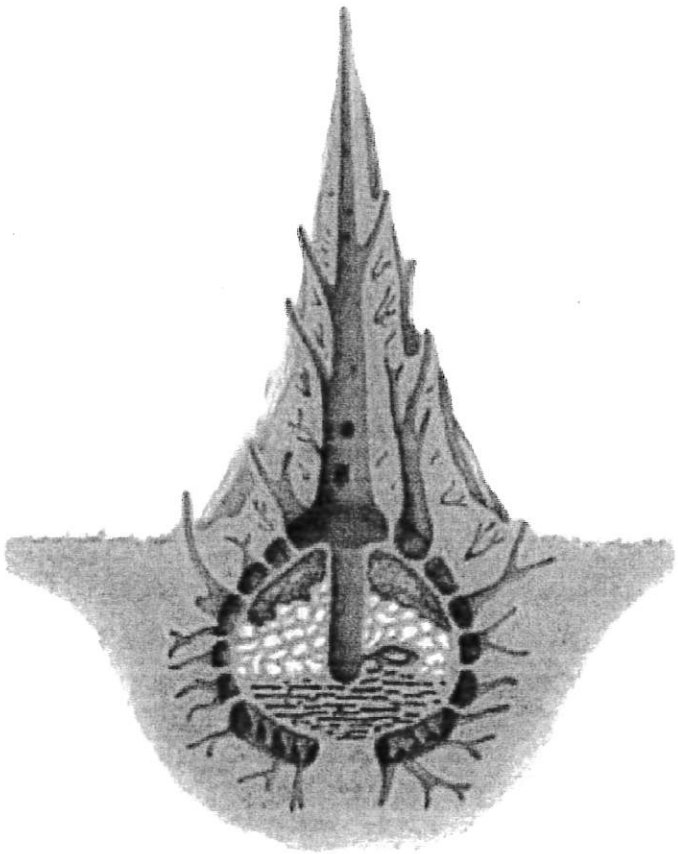
People and animals both use different materials and methods for their constructions. They build with wood, weave with fibers and vines, dig into the earth, and mold out of mud.

From sky-high nests to elaborate [or fancy] tunnels, the amazing works of animal architects [or building designers] rival t hose of the greatest human engineers. Let 's take a look at some.

Beavers build lodges along the banks of lakes and ponds. Using branches they chewed apart themselves, beavers begin by building a cone-shaped frame. Then they fill in the gaps with mud and leaves. The entrance to the lodge is always at the bottom, underwater, so beavers can come and go without being seen by predators.

In addition to their lodges, beavers build dams. Water builds up behind the dams, creating flooded areas that are ideal places for beavers to find food. The flooded areas also provide pools for other wildlife.

Termites build 20-foot-high mounds out of dirt and their own saliva. These giant structures are like small apartment buildings. Besides living areas, these towers have food storage areas, nurseries for "baby" termites, a special chamber for the king and queen, and even gardens. (A chamber is like a room.). . .



An inside view of a termite mound

Wombats dig huge underground burrows that can be 100 feet long. Wombat tunnels are elaborate, with many entrances, side tunnels, and resting chambers. Inside the burrow, sleeping nests are built on raised "platforms"

to keep them dry in case of flooding. Often, several burrows are connected, creating structures so huge they can actually be seen from space!...

A wombat coming out of its burrow

Bald eagles build massive nests, 4 to 5 feet across and 3 to 6 feet deep, high in tall trees. They use their beaks and amazingly strong talons [or claws] to break branches and twigs for nest material. Like beavers, eagles begin by building a stick frame. Then they weave in smaller branches and twigs for added strength and protection. Finally, eagles line their nests with grasses and other soft material to make them comfy .

Take a look around you. [You may] find other examples of amazing animal architecture.

Source #3

You have found an article that discusses plants and animals that live in the same place. The article describes how these plants and animals depend on each other to stay alive.

Don't Step in that Ecosystem[1]!

by Courtney Duke

The next time you go out, take a careful look around. Maybe you see a small pond. Plants might be growing in the pond, birds might take baths in it and, if you're lucky, the pond might even be a home to tadpoles.

Any place where plants and animals live and interact [work together] with nonliving things (like air, water, and soil) is called an ecosystem. The plants and animals in an ecosystem need each other to survive. It is important that there is a balance among all things in an ecosystem. A small change in any part of an ecosystem can have a big effect. For example, if the food that an animal eats can no longer be found, then that animal will either die or have to leave that ecosystem. When that animal is no longer a part of the ecosystem, then the rest of the living and nonliving parts of the ecosystem are affected because all parts of the ecosystem depend on each other.

All parts of an ecosystem are connected to each other. Think about an oak tree in the forest. It is a home to the bugs and birds that live in its bark and branches, and to the squirrels who make their nests in its trunk. The oak tree also provides food to other animals in the ecosystem. When its acorns are ripe they fall to the forest floor. These rich nuts are good food for the mice and deer that eat them to fatten up for the winter.

Mice save the acorns so that they have food in the winter months, and in the spring, hawks swoop down looking for a mouse meal. In a way, the oak tree helps the hawk find its food. This is an example of how the plants and animals in an ecosystem work together in order to survive.

Now think of t he ocean. Imagine diving into the deep blue water. Near the surface, you see a rocky ridge of coral called a coral reef. The reef is home to many plants and animals. For example, sea plants move back and forth in the current, and fish come to feed or to hide from other living things that can harm them. Coral reefs, in fact, are home to about one-quarter of all the fish in the sea. Reefs also attract birds, whales, turtles, and seals. The number and many different types of animals that depend upon coral reefs make them one of the most important ecosystems in the world.

There are many different kinds of ecosystems, and they can be very small like a pond or very big like a coral reef ecosystem. Ecosystems are everywhere.

Carey, B. (2006, June 19). Fish produces natural antifreeze to stay alive. Retrieved from http://www.nbcnews.com/is/13426864/ns/technology_and_science/t/fish-produces-natural-antifreeze-stay-alive/

Hill, K. (2007, September 15). What animal never drinks water in its entire life? Retrieved from http://www.bigsiteofamazingfacts.com/what-animal-never-drinks-water-in-its-entire-life

SeaWorld Parks and Entertainment (n.d.). Polar bears: behavior. Retrieved from http://www.seaworld.org/animal-info/info-books/polar-bear/behavior.htm

You have read two passages about animals and their surroundings. Using details and images from the passages, write an essay that describes two different surroundings and how they help the animal that lives there. Be sure to use details from all the passages in your response.

7

Mound Builders were a group of ancient Native American people. They once lived near rivers in what is now the Midwest and in the Southeast. Their way of life began about 2,800 years ago. This was about the same time as the civilization of ancient Greece.

The Mound Builders were farmers. They grew corn, squash, and beans. Because they were farmers, the Mound Builders settled in one place. They raised so much food they could trade with other groups. They built cities, roads, and marketplaces.

Their way of life ended in the 1500s and 1600s when Europeans and the germs they carried spread throughout what is now the southern United States. Many of the Mound Builders could not fight off the germs and diseases carried by the Europeans. In a very short time, they began to die rapidly.

Friday

RI3.1A

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

Why was it beneficial for Mound Builders to be farmers?

Go back in your text and annotate before answering

a) Then they had crops to trade with other people
b) Then they had crops that made them rich
c) Then they had crops to feed their cattle
d) Then they could build cities and roads

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

a) They grew corn, squash, and beans.
b) Because they were farmers, the Mound Builders settled in one place
c) They raised so much food they could trade with other groups
d) They built cities, roads, and marketplaces.
e)

RI 3.8

What is the connection between paragraph 2 and paragraph 3?

a) Comparison: paragraph 2 describes how they were farmers and paragraph 3 describes what the Europeans did
b) Cause and Effect: paragraph 2 explains how they were farmers and paragraph 3 explains what they did with those crops
c) Sequential: paragraph 2 tells what they did when they first settled on the land and paragraph 3 tells what they did after living there for many generations
d) Sequential: paragraph 2 tells what their life was like when they were thriving and then paragraph tells tells how that life came to an end

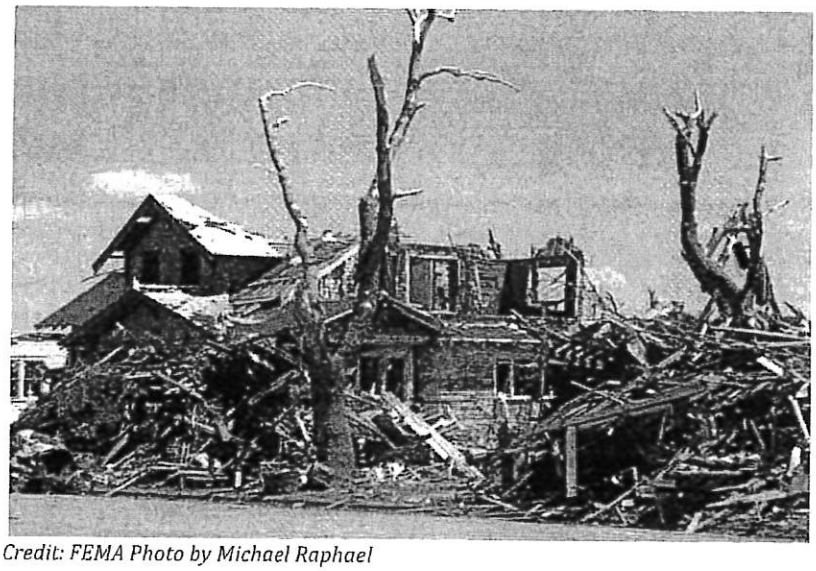
Spinning Thunderstorms

This article is provided courtesy of the American Museum of Natural History.

On a spring night in 2007, disaster struck a small town in Kansas called Greensburg. Shortly before 10 p.m., a siren went off. A mile-wide tornado was approaching Greensburg. And it wasn't just any tornado. It was a category EF5, the most powerful kind there is.

Its winds were estimated to be more than 200 miles per hour. In less than ten minutes, the town was destroyed and ten people lost their lives.

When the fury had passed, people clambered through the rubble. Cars and trucks had been thrown about. Homes were crushed, or simply ripped from the ground. "I'm in downtown Greensburg. There's really nothing left," said one resident.



Credit: FEMA Photo by Michael Raphael

The tornado destroyed much of the town. Many residents needed temporary housing.

How do tornadoes form?

A tornado is a swirling, funnel-shaped column of wind that gets its start from a thunderstorm. Thunderclouds form when warm, wet air collides with cool, dry air. Then, strong winds form into a wide tube of spinning air. When the tube touches the ground, it becomes a tornado.

CREDIT: NOAA

A tornado is a swirling, funnel-shaped column of wind. It stretches from a thunderstorm cloud down to the ground. A tornado gets its start when strong winds at high altitudes set a thunderstorm's winds rotating.

Credit: The Field Museum

The 200-plus-mph winds of a tornado can bend a stop sign.

Kansans are used to tornadoes. The people of Greensburg live smack in the middle of "Tornado Alley," an area that spans eight states in the Central United states. This region is a perfect thunderstorm factory. It has just what storms need to get started: cool, dry air from the Arctic mixing with warm, humid air from the Gulf of Mexico. Above the flat Great Plains, far from mountains and coastal weather, thunderstorms can form undisturbed. These conditions spawn more than 600 tornadoes, on average, in "Tornado Alley" every year.

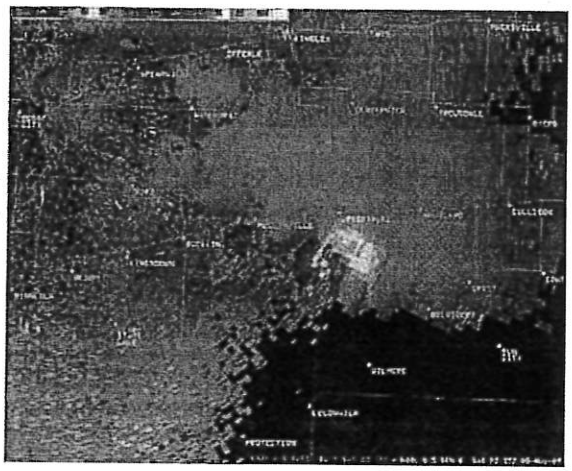
CREDIT: Either from the Field Museum or create our own

More than 75% of all tornadoes in the world take place in "Tornado Alley."

How do scientists predict dangerous storms?

Meteorologists are scientists who study and forecast weather. They use a technology called radar to track storms. Weather radar works by detecting the precipitation (rain, snow, or hail) in approaching storms. The radar unit sends out a radio wave towards the storm. The radio wave bounces off the raindrops, hail or snow that is in the storm, and then returns to the radar unit. The amount of time it takes for the wave to return tells meteorologists how far away the storm is. Most radar units send out about 1,000 radio waves per second. This gives them detailed, up-to-the-minute information about the storm.

Using radar, forecasters can track the formation and path of severe storms like tornadoes. When a tornado takes shape, its winds blow raindrops in a circular pattern. When scientists see that pattern on a radar screen, they know that a tornado is developing. Although tornadoes have fast swirling winds, tornadoes themselves move relatively slowly across the land (18-30 miles per hour). So scientists can make reasonable forecasts about where they are headed. A system of tornado watches and warnings are used to alert the public to danger. A tornado "watch" means thunderstorm conditions exist that could spawn tornadoes. A "warning" means a tornado has touched down and been spotted.



CREDIT: NOAA

Doppler radar map shows the tornado shortly before it leveled most of Greensburg, Kansas.

This system saved many lives in Greensburg. After the tornado sirens shrieked, people had 20 minutes to escape to their basements and storm shelters before the tornado destroyed their town.

After the Floods

Millions recover from the raging waters in Pakistan.

Anar Gul used to live in a four-bedroom house. Now he and his nine family members share a single tent. Mattresses, blankets, clothes, and a broken tape player are all that they have left. "This is everything," Gul says.

AP Images
A Pakistani girl waits for aid workers to arrive with food and water.

He was one of more than 17 million people affected by **massive**, or giant, floods in Pakistan in 2010. The floods were the worst in the southern Asian nation's history. The powerful currents flowed across about one-fifth of the country and killed more than 1,600 people.

International aid workers and the U.S. military are trying to help. They are delivering food, clean water, and other supplies. Gul hopes that even more help is on the way. "There are so many houses to be rebuilt," he says. "It's not only [in my village]; it's everywhere."

AP Images
Families carry their belongings through water in southern Pakistan.

Washed Away

Pakistan has heavy rains every summer. But 2010's rain gushed out of control. It caused the Indus River and other waterways to flood. Much of the water began in the northern areas of Pakistan. As the floods moved south, they left about 62,000 square miles underwater. That is bigger than the state of Georgia.

Millions of people fled to higher ground. They watched helplessly as the floods swept away entire towns. More than 1.2 million homes were ruined. The floods also destroyed about 7,000 schools and more than 400 health-care facilities.

In addition, the water ruined countless bridges and more than 5,000 miles of roads and railroad tracks. Losing those passageways has made it harder for aid workers to reach some of the people who need help. Many areas are now **accessible**, or able to be reached, only by air.

"In northern areas that are cut off ... people are in need of food ... to **survive** [or live]. There is currently no other way to reach these flood victims than by helicopter," says Marcus Prior. He works for an aid group called the World Food Programme.

The United States has supplied more than 30 aircraft for the aid efforts. U.S. Marine Captain Matt Wesenberg is one of the pilots who have dropped off supplies.

"We are out there helping them, bringing food and **evacuating** people," he says. To evacuate is to move from a dangerous place to a safer area.

AFP/Getty Images
A Pakistani soldier rescues a boy whose village was flooded.

Long Road to Recovery

Aid workers are taking care of people's basic needs now. But world leaders say a full recovery will take years—in part because Pakistan was home to millions of poor people before the floods. The nation will need to rebuild much of its **infrastructure.** That is public services, including roads, power and water supplies, schools, and public transportation.

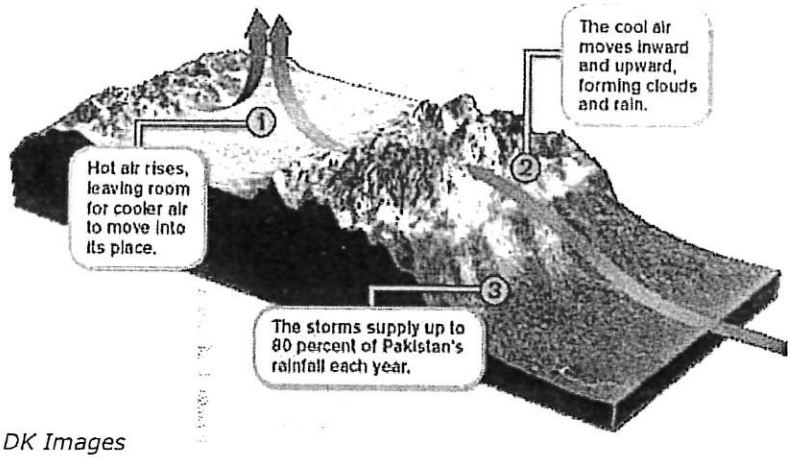
Many of the country's people will need help for some time. A large number of residents farm for a living. But the floods washed away crops and soil.

The U.S. government last year promised $7.5 billion to improve Pakistan's water and electricity systems over a five-year period. Now, at least some of that money will be used for recovery efforts.

World leaders are trying to remain positive about the future. "This is a huge-scale disaster," says Rajiv Shah. He is in charge of the U.S. Agency for International Development. "But we have to continue to be optimistic."

Wild Wind

Heavy rain is always in the forecast for Pakistan in summer. Southern Asia experiences a **monsoon** season around that time each year. A monsoon is a change in wind direction. It often brings strong rainfall.



DK Images

Spotlight on Pakistan

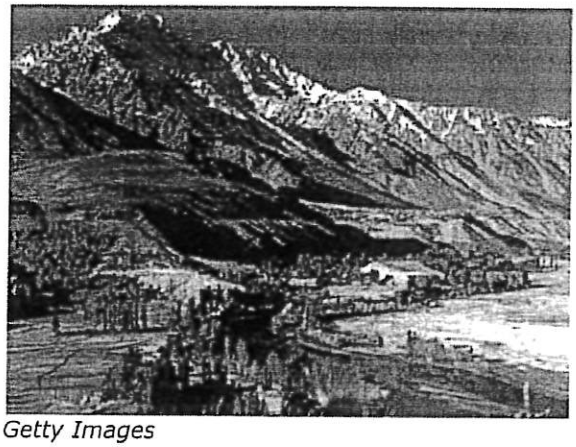
Size: 307,374 square miles (almost twice as big as California)

Population: about 187 million people (more than half of the U.S. population)

Land: desert, with mountains in the north; about one-fourth of the land is farmable

Religion: Islam; roughly 95 percent of the population practices this religion

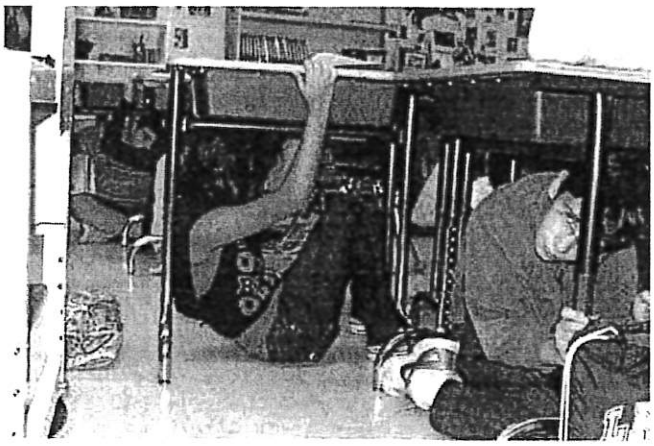
Literacy: About half of people age 15 and older can read and write; only 36 percent of the women can



Getty Images

Preparing for a Disaster

By Megan McGibney



Some disasters cannot be stopped. These disasters include earthquakes and tornadoes. Tornadoes ruin whatever is in their path. They can destroy houses and other buildings. Earthquakes have a wider range of intensity—some are so small that no one even notices them, except for the people checking earthquake monitoring equipment. Others have leveled cities. It is very hard to deal with these disasters, and it can take a very long time for life to get back to normal.

Because earthquakes and tornadoes are forces of nature, people have to deal with them as they come. The time or intensity of an earthquake cannot usually be predicted. Tornadoes form when the right conditions are met, so a warning would be given once the conditions are detected. But there is still very little time to get ready once a tornado warning is issued. That's why planning for disaster ahead of time is so important. With proper preparation, we can minimize the disaster's impact.

Earthquakes cannot be reliably predicted. While volcanic activity sometimes triggers earthquakes, many other earthquakes happen without warning. Fortunately, we do know the areas where earthquakes are most likely to occur. The people who live in these places, such as California, Japan, or Italy, know what to do when the ground begins to shake. If they are indoors, they will get away from windows and exterior walls and take cover under a desk or table. If there is no desk around, they can stand against an interior wall, that is, a wall whose other side is not the outside of the building. It is important to take cover in an area that is safe from potential falling objects, such as wall decor, appliances, or furniture. As you can see, people who live in an earthquake territory need to be very aware of their surroundings.

If people are outside during an earthquake, it is best to get into an open spot. They should get away from buildings, power lines, and anything else that may fall and hurt them. Electrical lines which have already fallen are also dangerous—they may be capable of electrocuting people!

Earthquakes can be incredibly destructive, even if they do not last very long. The majority last less than a minute, but there are often aftershocks—smaller earthquakes that occur minutes or hours after the first one. Of course, it all depends on the size of the quake; most are small and don't have much impact. But the big ones can wreak havoc, especially if the area is not prepared. In places where earthquakes often strike, there are strict codes for buildings with the goal that earthquakes would not cause serious damage. These buildings must be built in such a way that they likely would not fall apart as a result of a big quake. Places like Japan and California have much stricter building codes than places without such a high earthquake risk. But even these rigorous codes sometimes fail to protect people; the disastrous 1995 Great Hanshin-Awaji Earthquake destroyed the city of Kobe, Japan, and killed over 5,500 people.

Knowing what to do when earthquakes happen usually save lives. The same goes for tornadoes. While some places get tornadoes more than others, it is not easy to predict them. There may be warnings that they will happen, but tornadoes cannot be predicted in the same way rainstorms can, days before they happen.

In order to be safe when a tornado does strike, people must already know where they will find shelter. Families and schools must have tornado drills and discuss where to go once a tornado has been spotted. The best place to go to is a basement. If there is no basement, then people should go into hallways or rooms with no windows on the ground floor. Tornadoes can be strong enough to break windows, which can injure anyone nearby. Even after finding shelter in a basement or windowless room, people should cover themselves with a mattress or other padding in case the tornado damages the ceiling and debris falls through.

People who are outdoors when a tornado hits should seek shelter in a building. If that isn't possible, they must lie flat on low ground away from vehicles, trees, or anything else the tornado might fling about. As with an earthquake, it is important to protect one's head and neck by covering them with one's arms. One of the worst places to be during a tornado is in a car, truck, or bus, because those can easily be thrown around, or simply hit with other flying debris. Tornadoes are very powerful and can even move trailer homes. Anyone in a mobile home during a tornado should leave and seek shelter elsewhere immediately.

Just as places with earthquakes have special building codes, places plagued by tornadoes often have building codes designed to protect buildings from strong winds. People can also build extra-strong safe rooms to weather the storm in. But often nothing can stop this natural disaster from doing a lot of damage.

Although scientists are trying to find better ways to predict these two natural disasters, it is still very hard to know exactly when they will hit and how much damage they will do. In the meantime, people must always be aware that an earthquake or tornado can happen without warning. The important thing is to be prepared and take precautions to stay safe from harm. Buildings can be restored, but lives cannot.

You have read a passage from “Spinning Thunderstorms,” “After the Floods," and "Preparing for a Disaster." Think about the different ways people get ready for natural disasters. Write an essay explaining how different people get ready for natural disasters. Include details from all three sources in your explanation.

8

The Cherokee (/chair*uh*key/) are a southeastern Native American people that descended from an ancient Native American people called the Mound Builders. Their homeland was in western North Carolina, eastern Tennessee, and northern Georgia. Some Cherokee still live there. Sadly, most of the Cherokee were forced to move from their homeland to what is now Oklahoma.

Like other southeastern Native Americans, the Cherokee lived in small communities on good farming land. They built wood-frame houses with walls made of woven vines or branches plastered with mud. Each village had a central building, or council house, for celebrations, ceremonies, and meetings. This council house had seven sides. Each side represented one of the Cherokee clans. The clans were Bird, Paint, Deer, Wolf, Blue, Long Hair, and Wild Potato.

Each group of Cherokee had two chiefs. One chief ruled during peacetime. The other chief ruled during war. The chiefs helped to guide the people and make decisions. But the chiefs did not have complete control over the people. The people had a say in how they were ruled.

Tuesday

RI3.1A

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

Why do the Cherokee no longer live in North Carolina?

Go back in your text and annotate before answering

e) They needed to use good farming land
f) They were made to leave their homes
g) They were Mound Builders and needed new land
h) They needed space for their special buildings

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

f) Like other southeastern Native Americans, the Cherokee lived in small communities on good farming land
g) They built wood-frame houses with walls made of woven vines or branches plastered with mud
h) Sadly, most of the Cherokee were forced to move from their homeland
i) Their homeland was in western North Carolina, eastern Tennessee, and northern Georgia

RI 3.8

What is the connection between the ideas in paragraph 3?

e) Cause and Effect: At first the author explains why their are two chiefs and then the effect on the people
f) Sequence: the author describes how the two chiefs are chosen
g) Comparison: the author tells how the Cherokees have two chiefs but other tribes do not
h) Comparison: the author describes how the two chiefs are different

8

Today you will read two passages about characters interacting with a family member. As you read the passage, you will gather information and answer questions about each passage.

Read the passage from *Akimbo and the Lions*. Then answer questions 1 through 6.

Akimbo's father works at a wild animal park in Africa. A lion has been attacking villagers' cattle, and Akimbo's father is trying to capture the lion. A group of farmers has helped Akimbo's father build and set a trap for the lion.

from *Akimbo and the Lions*

by Alexander McCall Smith

"Right," said Akimbo's father once he had finished his check. "Everything seems to be in order. Now we must all get out of here."

"Are we going to stay in the truck?" asked Akimbo, thinking that that would be the warmest place to be.

The ranger shook his head.

"No," he said. "That's going back to the farm. There's no need for all the men to stay out here tonight, and it would also increase the risk of the lion smelling human beings. If he did that, he'd keep well away."

"So it's just us who are going to stay?" asked Akimbo.

"Yes," said his father. "But you've still got a chance to go back, if you want to."

Akimbo struggled with himself. It was one thing to talk about staying out all night in the middle of the bush, with lions about; it was another thing to be actually about to do it. But he was determined now. He would not change his mind.

"No, thank you," he replied. "This is where I want to be."

"All right," said his father, signaling to the men. "On your way now."

They watched the truck bouncing away in the distance over the rutted farm road. Soon it was only a cloud of dust, and then that too disappeared, and they were alone.

"There's a clump of trees over there," said Akimbo's father, pointing to a place a little way away from the stockade. "We can go in there. That should give us a good bit of cover."

They made their way over to the trees and found a place where they could sit and be reasonably well concealed from view. Akimbo's father picked up a stick, took out his penknife, and began to whittle away at the wood. As he did so, he whistled a song that Akimbo had always enjoyed when he was younger, and which made him smile now.

"You like that tune, don't you?" said his father. "Did I ever tell you the words?"

Akimbo shook his head.

"Well, it's about a lion hunt," explained his father. "It's an old, old song about the days when our

fathers and grandfathers hunted lions."

16 Akimbo laughed.

17 "Would you sing it now?" he asked. "I'm sure it will make me feel braver."

18 Akimbo's father smiled at the thought, and, as the sun went burning down, a great, friendly red ball, he sang the old song to his son. Soon it was dark, and above them thousands and thousands of stars appeared in the African night.

19 "Sleep if you wish," said Akimbo's father quietly. "I shall keep watch. Don't worry."

Read the passage from *The Center of Everything*. Then answer questions 9 and 10.

from The Center of Everything

by Linda Urban

1 If you were from someplace other than this particular part of New Hampshire and were driving through Bunning on your way to Canada or to Santa's Village in Jefferson or simply to take in the autumn foliage, you might not even notice Pepperdine Motors. Actually, unless you were in the market for a great deal on a new or used vehicle, Pepperdine Motors probably would not be of much interest to you.

2 It was of great interest to Ruby Pepperdine, however. Not for the low, low prices, or for the box of Delish donuts in the waiting room, or for the twice-yearly Moonlight Madness Sale. Pepperdine Motors was of great interest to Ruby Pepperdine because the roof was flat. And on Sunday nights, after Gigi closed the repair shop and Dad closed the show room and Aunt Lois closed the office, Gigi would turn off the big fluorescent lights that flooded the car lot and she and Ruby would climb the staircase to the roof and they would look at the stars.

3 "That's Orion," Gigi said one wintry night. "Three stars in a line, that's his belt. See him, Ruby?"

4 Ruby was little back then, and the sky had looked like one big sheet of stars to her. It wasn't until her grandma Gigi wrapped an arm around her and pointed and Ruby's eyes followed the line of that arm to Gigi's mittened fingertip and out beyond that Ruby found those particular stars in the sky and drew the invisible connections between them.

5 The next week Gigi's arm pointed out the same constellation, the tip of her mitten one small degree west of where it had been the last time. The next week it was a little farther west and then a little farther, until Orion and his belt and all the neighboring constellations had made their slow march across the sky and out of sight, and others had come to take their place.

6 If you were Ruby Pepperdine, you might have wondered why that was. Why the sky moved the way it did. And because you were with Gigi, you would ask.

7 And Gigi would fold both arms around you and explain about orbits and rotations and black holes and the cosmos. She would tell you about big things, bigger than anything you could really understand well enough to explain to your best friend, Lucy, the next day—but while she was telling you, you would have understood it. And while she was saying that the earth moved around the sun, which was itself a star moving around in a dizzying, centerless space, you would have been able to believe it.

8 And to believe the opposite.

9 That the center of everything was right here in Bunning, on top of Pepperdine Motors, safe in the circle of Gigi's hug.

7. Part A

11. Refer to the passages from *Akimbo* and *The Center of Everything*.

Then answer question 11.

You have read two stories about characters interacting with a family member. Write an essay that identifies a theme that both stories share. Be sure to use details from **both** stories in your response.

11

By the time Columbus landed in 1492, many different native peoples were living in the Eastern Woodlands of North America. The Eastern Woodlands stretched from Lake Superior to the Atlantic Coast.

The landscape of the Eastern Woodlands was mostly forest. Most people lived in clearings near creeks, rivers, lakes, or ponds between forested areas. There was plenty of wood for building and for fuel. There were many big and small animals and birds to hunt. There was almost a year-round supply of fish. There were a lot of roots, berries, and nuts to collect.

One group of Eastern Woodlands Native Americans was the Mahican. Their name comes from *muh-he-cn-nuk*, meaning great water that is always moving, either flowing or ebbing. Stories passed down for many years tell about the Mahican crossing over the water that gave them their name. This water, said the legend, was far in the north. There, two lands were nearly connected. Then the Mahican traveled east. They crossed many rivers. Finally, they found a place that seemed like home. It was the valley of the Hudson River. The Mahican spent years fighting against neighboring nations. The Mohawk were their bitterest enemies. Both groups became great fighters because of their constant battles with each other!

Wednesday

RI3.1A

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

Why did Native Americans settle in the Eastern Woodlands?

Go back in your text and annotate before answering

i) The land was good for farming
j) Many people lived there
k) It was easy to obtain food
l) There were many rivers, lakes and creeks

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

j) Most people lived in clearings near creeks, rivers, lakes
k) There was plenty of wood for building and for fuel.
l) There were many big and small animals and birds to hunt
m) The landscape of the Eastern Woodlands was mostly forest

RI 3.8

What is the connection between the ideas in paragraph 3?

i) Cause and Effect: First the author describes how the Mahican and Mohawk are enemies and then explains how they fight
j) Comparison: the author describes important way the Mahican and Mohawk are similar
k) Comparison: the author describes important ways the Mahican and Mohawk are different
l) Sequential: the author describes the history of the Mahican coming to the Eastern Woodlands

9

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 In 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 Wolves 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 **D**ogs 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.

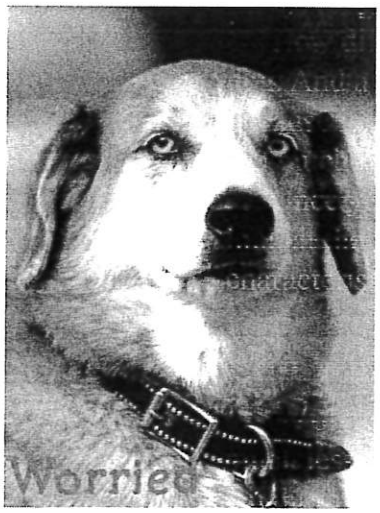
8 Think of your room. Picture your bed, desk, clothes, toys, and posters. Humans are very visual. When we think of something, we tend to picture it in our mind.

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.

. . .



Hear This

12 Both 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 Dogs 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 Wolves love to howl, which is best described as wolf singing. Howling together

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.

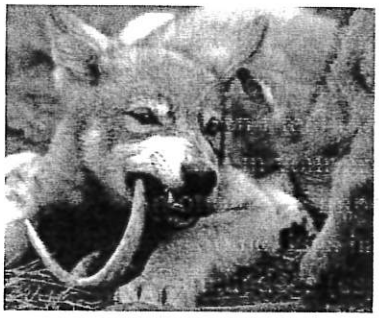
22 Both dogs and wolves will snarl and growl as a warning to other animals, people, or things that scare them. Always take a growl seriously. It's one of the ways a dog warns you he is thinking about biting because he's afraid, feels threatened, or needs to protect his home area.

. . .

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

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.

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

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.

10

Wigwams and Longhouses

The Eastern Woodlands people lived in small villages. They built their houses out of forest materials. Around the Great Lakes, people built wigwams. A wigwam had a framework of poles pounded into the ground in a circle. The poles were tied together at the top to make a dome. Bark, reeds, or mats were used for the walls. Fires were built in the middle of the floor. Smoke escaped through a hole at the top.

The Haudenosaunee didn't live in wigwams. They lived in longhouses. These were also built with wooden poles. The houses formed a long rectangle with a door at each end. There were fire pits in the center of the room. Smoke escaped through holes in the roof. Longhouses were about twenty feet wide. They could be long or short, depending on how many families lived in the building. A typical longhouse held ten families with five fire pits.

Thursday

RI3.1A

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

What did the Native Americans use to build their houses?

Go back in your text and annotate before answering

m) They used things they could find in the woods
n) They used animal hides
o) They build complex houses for their families
p) The used fire pits to create homes

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

n) A wigwam had a framework of poles pounded into the ground
o) They built their houses out of forest materials
p) Fires were built in the middle of the floor.
q) The houses formed a long rectangle with a door at each end.

RI 3.8

What is the connection between paragraph 1 and paragraph 2?

m) Cause and Effect: Paragraph 1 explains how wigwams are made and paragraph 2 explains how fire pits are used in longhouses
n) Comparison: Both paragraphs describe how long poles are used in Native American houses
o) Sequential: Both paragraph tell the steps for making a wigwam or longhouse
p) Comparison: Paragraph 1 describes a wigwam and paragraph 2 describes a longhouse and tells how it is different from a wigwam

10

Ming Lo Moves the Mountain
By Arnold Lobel

(1) Ming Lo and his wife lived in a house at the bottom of a large mountain. They loved their house, but they did not love the mountain.

(2) Rocks and stones broke loose from the cliffs. They dropped down onto the house of Ming Lo. The roof was full of holes. Clouds formed on the top of the mountain. Heavy rain fell from the clouds onto this roof that was full of holes. The rooms inside were damp and drippy.

(3) When the sun did shine, it never warmed the house of Ming Lo. The mountain always cast a dark shadow. The flowers and vegetables in the garden grew thin and sparse.

(4) "This mountain brings us nothing but unhappiness," said the wife of Ming Lo. "Husband, you must move the mountain so that we may enjoy our house in peace."

(5) "My dear wife," said Ming Lo, "how can one small man such as I move a large mountain such as this?"

(6) "How should I know?" said his wife. "There is a wise man who lives in the village. Go and ask him."

(7) Ming Lo hurried to the village. When he found the wise man, he said, "I want to move the mountain that is near my house."

(8) The wise man thought for a long time. Wisps of smoke curled from his pipe.

(9) Finally he said, "Go home, Ming Lo. Cut down the tallest, thickest tree you can find. Push this tree against the side of the mountain with all your strength. This is the way that you will move the mountain."

(10) Ming Lo ran home. He cut down the tallest, thickest tree that he could find. Ming Lo and his wife held tightly to the tree. Running as fast as they could run, they pushed the tree against the side of the mountain.

(11) The tree split in half. Ming Lo and his wife fell on their heads. The mountain did not move an inch.

(12) "Go back to the wise man," said the wife of Ming Lo. "Ask him to think of another way to move the mountain."

(13) Again the wise man thought for a long time. Rings of smoke blew from this pipe.

(14) Finally he said, "Go home, Ming Lo. Take the pots and pans from your kitchen. Hold a spoon in each one of your hands. With these spoons, hit the pots and pans as hard as you can. Raise your voice in loud shouts and cries. The mountain will be frightened by the noise. This is the way that you will move the mountain."

(15) Ming Lo ran home. He took the pots and pans from his kitchen. Ming Lo and his wife held a spoon in each one of their four hands. They shouted and cried. They hit the pots and pans as hard as they could.

(16) They made a great noise. Flocks of birds flew out of the trees, but the mountain did not move at all.

(17) "Go back to the wise man," cried the wife of Ming Lo. "We *must* find a way to move the mountain!"

(18) Ming Lo watched as the wise man thought for a very long time. Clouds of smoke billowed from his pipe.

(19) Finally he said, "Go home, Ming Lo. Bake many cakes and loaves of bread. Bring these to the spirit who lives at the top of the mountain. The spirit is always hungry. He will be happy to receive your gifts. He will grant your every wish. This is the way that you will move the mountain."

(20) Ming Lo ran home. With his wife, he baked platters of cakes and baskets of bread. Together they began the steep climb to the top of the mountain where the spirit lived.

(21) They felt a strong wind as they struggled up the high cliffs. It whistled and howled.

(22) Soon the air was filled with flying cakes and loaves of bread. There was nothing left for the spirit and the mountain did not move.

(23) Without waiting for his wife to say a word, Ming Lo went quickly back to the wise man.

(24) "Help me to move this mountain so that I may enjoy my house in peace!" cried Ming Lo.

(25) The wise man sat in deep thought for a long, long time. There was so much smoke coming from his pipe that he could hardly be seen.

(26) Finally he said, "Go home, Ming Lo. Take your house apart, stick by stick. Gather all these sticks that are the pieces of your house. Collect all of the things that are your possessions. Bind everything into bundles with rope and twine. Carry these bundles in your arms and on the top of your head. Face the mountain and close your eyes.

(27) "Having done all this," said the wise man, "you will step to the dance of the moving mountain. You will put your left foot in a place that is in back of your right foot. Then you will put your right foot in a place that is in back of your left foot. You must do this again and again for many hours. When you open your eyes, you will see that the mountain has moved far away."

(28) "This is a strange dance, said Ming Lo, "but if it makes the mountain move, I will do it at once."

(29) Ming Lo ran home. He took his house apart, stick by stick. He gathered all of the sticks and collected all of the things that were his possessions.

(30) Ming Lo and his wife bound everything into bundles with rope and twine. They carried the bundles in their arms and on the tops of their heads.

(31) Then Ming Lo showed his wife how to do the dance of the moving mountain. They faced the mountain and closed their eyes. Carefully, they began to move their feet to the steps of the dance.

(32) They each put their left foot in a place that was behind their right foot. Then they each put their right foot in a place that was behind their left foot.

(33) The neighbors saw Ming Lo and his wife walking backward across the fields with all of their possessions.

(34) It was an odd sight and they watched in wonder.

(35) After many hours had passed, Ming Lo and his wife opened their eyes.

(36) "Look," cried Ming Lo, "our dance has done its work! The mountain has moved far away!"

(37) Stick by stick, they rebuilt their house. They unpacked all of their possessions and made themselves at home.

(38) Ming Lo and his wife lived the rest of their lives under an open sky and a warm sun. When rain fell, it came down gently on a roof that had no holes.

(39) They often looked at the mountain that was small in the distance. There was happiness in their hearts for they both knew that they had made the mountain move.

Read the story titled "Madame Rhinoceros and Her Dress" by Arnold Lobel. Then answer questions 4 through 6.

MADAME RHINOCEROS AND HER DRESS

Madame Rhinoceros saw a dress in the window of a shop. It was covered with polka dots and flowers. It was adorned with ribbons and lace. She admired it for a moment and then entered the shop.

"That dress in the window," said Madame Rhinoceros to a salesperson, "I would like to try it on."

Madame Rhinoceros put on the dress. She looked at herself in the mirror. "I do not think this dress is at all attractive on me," she said.

"But Madame," said the salesperson, "you are completely wrong. This dress makes you look glamorous and alluring."

"If only I were sure," said Madame Rhinoceros.

"Ah, Madame," said the salesperson, "everyone who sees you wearing this dress will be filled with admiration and envy."

"Do you really think so?" asked Madame Rhinoceros, turning around and around in front of the mirror.

"Absolutely," said the salesperson. "You have my word."

"Very well," said Madame Rhinoceros, "I will buy the dress, and I will wear it now."

Madame Rhinoceros left the shop. As she walked up the avenue, she saw that people were smiling and laughing at her.

"Admiration," thought Madame Rhinoceros.

She saw some people who were shaking their heads and frowning.

"Envy," thought Madame Rhinoceros.

She continued up the avenue. Everyone who saw her stopped and stared. Madame Rhinoceros felt more glamorous and alluring with every step.

Refer to the stories "Ming Lo Moves the Mountain" and "Madame Rhinoceros and Her Dress." Then answer Question 7.

7. In "Ming Lo Moves the Mountain" and "Madame Rhinoceros and Her Dress," the main characters believe something that isn't true.

Write an essay that explains what Ming Lo believes and what Madame Rhinoceros believes, and why believing these things made them happier. Use what you read in the stories to support your essay.