Life Skills School Closing Assignments

To All Students and Parents,

The work enclosed is to compensate for the time schools are not in session due to the order handed down from Governor McMaster. The packet utilizes the various English, math, social studies, science and history assignments that pertain to real world situations.

Read each section carefully. Do a little each day to avoid waiting until the last minute. We are taking a grade on the work assigned and it will count towards your grade. Even if you have to make an educated guess, finish the assignments so credit can be given.

Even though school is to be out until April 30th, this is only a date and it is subject to change at any time. There is a lot of uncertainty with what is going on pertaining to the Coronavirus and when and if we will return to the high school.

If you have any questions or concerns, please email us at the following addresses.

- For English, email Ms. Bagabaldo at lbagabaldo@dorchester2.k12.sc.us
- For Science and Vocational Education, email Niel Archival at narchival@dorchester2.k12.sc.us
- For Math and Social Studies, email Coach Panter at bpanter@dorchester2.k12.sc.us

We hope that you remain safe during this time.

Respectfully,

Ms. Birk, Ms. Jo, Ms. Bagabaldo, Mr. Palmer, Mr. Archival and Coach Panter

High School Special Education Distance Learning Plan
Self-Contained

<table>
<tr>
<td>Day 1:
ENGLISH
• Read the article entitled “A Forest Secret” for a minimum of 20 minutes. *** Please check packet for the story *** Answer the text questions and write a paragraph that retells the key points from your reading.
• Reflection: Create <u>ONE</u> PowerPoint slide about what you did for the past few weeks from March 16 – March 27. Please do it in a paragraph form that consists of 3-5 sentences.
Please follow the format below:
 

If you do not have a laptop or PowerPoint, do it in a piece of paper.
MATH
• Counting U.S. Coins
SCIENCE
• States of Matter Worksheet
VOCATIONAL EDUCATION
• Communication Growth Goal Contract

Parent Signature: _____</td>
<td>Day 2:
ENGLISH
• Read the article entitled “Blue Dragons” for a minimum of 20 minutes. *** Please check packet for the story *** Answer the text questions and write a paragraph that retells the key points from your reading.
• Sentence construction # 1
MATH
• Adding and Subtracting Money (A)
SOCIAL STUDIES
• Read the article entitled “The First Europeans”. Afterwards, answer the following questions.
VOCATIONAL EDUCATION
• Communication Growth Goal Contract

Parent Signature: _____</td>
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<td>Day3:
ENGLISH
• Read the article entitled “Just an Ordinary Guy” for a minimum of 20 minutes. *** Please check packet for the story *** Answer the text questions and write a paragraph that retells the key points from your reading.
• Scholastic: Read the article “Should Video Gaming Be a School Sport?”</td>
<td>Day 4:
ENGLISH
• Read the article entitled “Harland David Sanders” for a minimum of 20 minutes. *** Please check packet for the story *** Answer the text questions and write a paragraph that retells the key points from your reading.
• Scholastic: Write an essay explaining whether you think video gaming should be considered a school sport. Include evidence from the article that you</td>
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Link: https://junior.scholastic.com/issues/2019-20/010620/should-video-gaming-be-a-school-sport.html **MATH** • Adding and Subtracting Money (A) **SCIENCE** • Read the article entitled "Balanced and Unbalanced Forces" by Cindy Grigg. Afterwards, answer the following questions. **VOCATIONAL EDUCATION** • Conflict Resolution Parent Signature: _____	have read yesterday, along with your own reasons, to support your claim. **MATH** • Subtracting Money (A) **SOCIAL STUDIES** • American Divided **VOCATIONAL EDUCATION** • Conflict Resolution Parent Signature: _____
Day 5: **ENGLISH** • Read the article entitled **"Handheld Calculators"** for a minimum of 20 minutes. **** Please check packet for the story **** Answer the text questions and write a paragraph that retells the key points from your reading. • Following Directions worksheet **MATH** • Subtracting Money (A) **SCIENCE** • Read the article entitled "Famous Scientists – Sir Isaac Newton" by ReadWorks. Afterwards, answer the following questions (items 1-8). **VOCATIONAL EDUCATION** • Solve Your Conflicts Parent Signature: _____	Day 6: **ENGLISH** • Read the article entitled **"The Great American Dessert"** for a minimum of 20 minutes. **** Please check packet for the story **** Answer the text questions and write a paragraph that retells the key points from your reading. • Watch a CNN10 (YouTube/television) if available or any 10 minutes of other local or national news. Describe and share what are these all about (5 sentences). ✓ With internet: Send it to my email lbagabaldo@dorchester2.k12.sc.us ✓ Without internet: write it down on a piece of paper **MATH** • Multiplying Money (A) **SOCIAL STUDIES** • Eli Whitney **VOCATIONAL EDUCATION** • Solve Your Conflicts Parent Signature: _____
Day 7: **ENGLISH** • Read the article entitled **"Twins"** for a minimum of 20 minutes. **** Please check packet for the story **** Answer the text questions and write a paragraph that retells the key points from your reading.	Day 8: **ENGLISH** • Read the article entitled **"Garbage to Good"** for a minimum of 20 minutes. **** Please check packet for the story **** Answer the text questions and write a paragraph that retells the key points from your reading.

• Show different forms and let him/her identify what form is presented or shown (i.e., State ID, SSN, etc.). Give him/her an opportunity to answer each form. Applying for an Social Security card: https://www.ssa.gov/forms/ss-5.pdf **MATH** • Multiplying Money (A) **SCIENCE** • Review the article entitled "Famous Scientists – Sir Isaac Newton" by ReadWorks. Afterwards, answer the following questions (items 1-11). **VOCATIONAL EDUCATION** • Resolve It!: Serious Basketball Parent Signature: _____	• Converse with the student and differentiate the two forms (State ID and Social Security Card Form). 1. What is the similarity? 2. What is the difference? **MATH** • Multiplying Money (A) **SOCIAL STUDIES** • Frederick Douglass **VOCATIONAL EDUCATION** • Resolve It!: Losing a Friend Parent Signature: _____
Day 9: **ENGLISH** • Read the article entitled **"Global Warming"** for a minimum of 20 minutes. **** Please check packet for the story **** Answer the text questions and write a paragraph that retells the key points from your reading. • Reflection: Create **ONE** PowerPoint slide (after the March 16-27 slide) about what you did for the past week of March 30 – April 3. *Please follow format that is shown in Day 1.* If you do not have a laptop or PowerPoint, do it in a piece of paper. **MATH** • Multiplying Money (A) **SCIENCE** • Review the article entitled **"Famous Scientists – Sir Isaac Newton"** by ReadWorks. Afterwards, answer the following questions (items 1-10). **VOCATIONAL EDUCATION** • Resolve It!: Swimming in Trouble Parent Signature: _____	Day 10: **ENGLISH** • Read the article entitled **"Travel of the Future"** for a minimum of 20 minutes. **** Please check packet for the story **** Answer the text questions and write a paragraph that retells the key points from your reading. • Reflection: Create **ONE** PowerPoint slide (after the March 30 – April 3 slide) about what you did for the week of April 6-10. *Please follow format that is shown in Day 1.* If you do not have a laptop or PowerPoint, do it in a piece of paper. **MATH** • Dividing Money (A) **SOCIAL STUDIES** • Read the article entitled **"Fort Sumter"** by Cathy Pearl. Afterwards, answer the following questions (items 1-6). **VOCATIONAL EDUCATION** • Do You Speak My Language? • Answer items 1-5 Parent Signature: _____
Day 11: **ENGLISH** • Read the article entitled **"Two Fables"** for a minimum of 20 minutes. **** Please check packet for the story **** Answer the text questions and write a	Day 12: **ENGLISH** • Read the article entitled **"The Storyteller"** for a minimum of 20 minutes. **** Please check packet for the story **** Answer the text questions and write a

paragraph that retells the key points from your reading. • Punctuation Worksheet **MATH** • **Dividing Money (A)** **SCIENCE** • Review the article entitled **"Sir Isaac Newton and LeBron James"** by ReadWorks. Afterwards, answer the following questions. **VOCATIONAL EDUCATION** • Do You Speak My Language? • Answer items 6-10 Parent Signature: _____	paragraph that retells the key points from your reading. • Sentence construction # 2 **MATH** • Rounding to the Nearest 1 Dollar (items 1-10) **SOCIAL STUDIES** • Review the article "Fort Sumter". Answer the following questions (included in the packet): 1. Was the commander of the fort right to surrender? Should he have kept fighting until the food ran out? 2. Do you think the South was right to attack the fort? Why or why not? **VOCATIONAL EDUCATION** • Alike or Different Parent Signature: _____
Day 13: **ENGLISH** • Read the article entitled **"Adventure Hike"** for a minimum of 20 minutes. **** Please check packet for the story **** Answer the text questions and write a paragraph that retells the key points from your reading. • Medicine Comprehension Worksheet **MATH** • Rounding to the Nearest 1 Dollar (items 10-20) **SCIENCE** • Read and go through **"Eight Planets of our Solar System".** Answer the following questions. **VOCATIONAL EDUCATION** • Alike or Different Parent Signature: _____	Day 14: **ENGLISH** • Read the article entitled **"Kite Competition"** for a minimum of 20 minutes. **** Please check packet for the story **** Answer the text questions and write a paragraph that retells the key points from your reading. • Making Inferences Worksheet **MATH** • Making Change (A) **SOCIAL STUDIES** • Harriet Tubman **VOCATIONAL EDUCATION** • Labels & Stereotype Parent Signature: _____
Day 15: **ENGLISH** • Read the article entitled **"Labor for Grain"** for a minimum of 20 minutes. **** Please check packet for the story **** Answer the text questions and write a paragraph that retells the key points from your reading. • Reflection: Create **<u>ONE</u>** PowerPoint slide (after the April 6-10 slide) about what you did for the week of	Day 16: **ENGLISH** • Read the article entitled **"Change of Plans"** for a minimum of 20 minutes. **** Please check packet for the story **** Answer the text questions and write a paragraph that retells the key points from your reading. • Sentence Construction # 3

April 13 - 17. *Please follow format that is shown in Day 1.* If you do not have a laptop or PowerPoint, do it in a piece of paper. **MATH** • Making Change (A) **SCIENCE** • Earthquake Word Search Puzzle **VOCATIONAL EDUCATION** • Assessment & Portfolio Guide ✓ Lesson 15: Write A Communication Growth Goal Parent Signature: _____	**MATH** • Making Change (A) **SOCIAL STUDIES** • Mary Boykin Miller Chesnut **VOCATIONAL EDUCATION** • Assessment & Portfolio Guide ✓ Lesson 16: Learn How to Resolve Your Conflicts Parent Signature: _____
Day 17: **ENGLISH** • Read the article entitled **"Held for Ransom"** for a minimum of 20 minutes. **** Please check packet for the story **** Answer the text questions and write a paragraph that retells the key points from your reading. • Reflection: Create **<u>ONE</u>** PowerPoint slide (after the April 13-17 slide) about what you did for the week of April 20-24. *Please follow format that is shown in Day 1.* If you do not have a laptop or PowerPoint, do it in a piece of paper. **MATH** • Making Change (A) **SCIENCE** • Read and review the **"Inside and Outside Carlsbad Caverns"** by ReadWorks. Afterwards, answer the following questions. • Climate data and predictions **VOCATIONAL EDUCATION** • Assessment & Portfolio Guide ✓ Lesson 17: Understand Your Reactions to Differences in Others Parent Signature: _____	Day 18: **ENGLISH** • Read the article entitled **"Tick Tock"** for a minimum of 20 minutes. **** Please check packet for the story **** Answer the text questions and write a paragraph that retells the key points from your reading. **SCIENCE** • Famous Scientists Word Search • Learn About Hurricanes **SOCIAL STUDIES** • Civil War Stats **VOCATIONAL EDUCATION** • Assessment & Portfolio Guide ✓ Lesson 18: Explore the Negative Impact of Stereotyping Parent Signature: _____
Day 19: **ENGLISH** • Read the article entitled **"The Kraken"** for a minimum of 20 minutes. **** Please check packet for*	Day 20: **ENGLISH** • Read the article entitled **"The Old Woman and The Doctor"** for a minimum of 20 minutes. **** Please*

*the story **** Answer the text questions and write a paragraph that retells the key points from your reading. **MATH** • Making Change (A) **SCIENCE** • Physical Science Word Search Puzzle Parent Signature: _____	*check packet for the story **** Answer the text questions and write a paragraph that retells the key points from your reading. • Reflection: Create **<u>ONE</u>** PowerPoint slide (after the April 20-24 slide) about what you did for the week of April 27-30. *Please follow format that is shown in Day 1.* If you do not have a laptop or PowerPoint, do it in a piece of paper. If possible, send the PowerPoint Presentation in my email: lbagabaldo@dorchester.k12.sc.us **SCIENCE** • Read and review the **"Solids and Liquids"** by Rachelle Kreisman. Afterwards, answer the following questions. **SOCIAL STUDIES** • Women in the Civil War Parent Signature: _____

Your signature indicates that you have a clear understanding in assisting your child to complete these assignments. Please email your child's teacher if you have any question.

ENGLISH

Name_____

A Forest Secret

Until recently, saolas remained one of Earth's best-kept secrets. Upon discovering this animal in the wild, scientists just as quickly recognized this unique species as endangered. Immediate steps are being taken, in the form of establishing national parks, to ensure the survival of the species.

Villagers in Vietnam and Laos have spotted saolas only on rare occasion. Although saolas physically resemble miniature antelopes, DNA testing confirmed they are a separate species, previously unknown to mankind. Biologically, saolas are related to cows and bison. Their name means "spinning wheel posts," referring to the animals' long horns that sweep back over the neck. Their most distinguishing feature, aside from the horns, are massive scent glands in their cheeks. Saolas mark their territory with musk from these glands. Scientists are uncertain exactly how many of the animals exist today.

Nearly twenty years ago, an adult female was captured and sent to a zoo in Laos. The saola stood about waist-high with 18-inch horns. This interesting mammal appears to have little fear of humans and was observed to be approachable in zoo settings. Their reaction to dogs, however, gives a clue as to possible predators. Unfortunately, observations of saolas have been limited, as those captured have died shortly thereafter. Causes of each death have not been fully determined, although at least two have succumbed to infection.

Scientists disagree as to the best course of action for saving saolas. Some believe that leaving the saola alone to roam the few remaining patches of their native habitat—wet evergreen forests—will ensure their survival. Others argue for a more direct approach, such as captive breeding. Either way, if saolas become extinct, it will represent another failure in protecting Earth's fragile ecosystems.

Text Questions

1. What is the main idea of the last paragraph?
   a. It provides examples of keeping a saola in captivity.
   b. It offers ways to save saolas.
   c. It describes how saolas are unique.
   d. It gives a description of the saola's appearance.

2. What does the word *distinguishing* mean as it is used in the second paragraph?
   a. different
   b. separated
   c. infamous
   d. unknown

3. Why is this passage titled "A Forest Secret"?
   a. Saolas were not known about until recently.
   b. Saolas are a unique species.
   c. Saolas are afraid of dogs, but scientists do not know why.
   d. Saolas are endangered.

4. Which information about saolas is <u>not</u> included in the passage?
   a. their habitat
   b. their appearance
   c. their diet
   d. their possible predators

5. What are some reasons scientists might want to keep saolas from becoming extinct?

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_____

_____

_____

Name_____

Blue Dragons

Do dragons exist today? Although often dismissed as a mythical creature, we actually live among several different types of "dragons." For example, you may have seen a dragonfly hovering in a summer garden or read about a Komodo dragon lizard. The ocean has its share of dragons, too.

The blue dragon is a marine snail without a shell. It is commonly known as a blue sea slug. This particular species of marine snail can swallow a bubble of air (which it holds in its stomach) that enables it to float upside down on the surface of the ocean. The underside of the slug is blue, and its back is a grayish color. This helps to conceal it from birds flying overhead and from fish swimming below.

Blue dragons feed on poisonous man-of-war jellyfish and other similar species. When food is scarce, they will eat each other. They collect toxins from the jellyfish and store it in many finger-like structures. This ability to store poison gives them a much stronger sting than the jellyfish itself. They use this poison as a defense against predators. The sting can also be felt by people.

These creatures are rarely visible for study and observation except for when they approach land during times of onshore winds. They have been sighted in Hawaii and in tropical waters around the world. Beware of the blue dragon's sting!

Text Questions

1. What is the purpose of the first paragraph?
   a. to give details about the topic
   b. to introduce the subject
   c. to introduce the author
   d. to give examples of mythical monsters
2. What is the blue dragon's main defense against predators?
   a. It floats upside down in the water.
   b. It stores poison and stings predators.
   c. It feeds on poisonous jellyfish.
   d. It moves to coastal waters during times of onshore winds.
3. What does the word *conceal* mean as it is used in the text?
   a. discover
   b. reveal
   c. protect
   d. hide
4. How does the coloring of the blue sea slug provide camouflage?
   a. It floats right side up so the blue faces down in the water.
   b. Its blue coloring makes it blend in with ocean waves.
   c. The blue blends in with the ocean as seen from above, and the gray blends in with the ocean as seen from below.
   d. It squirts blue poison into the water to conceal it from predators.
5. Why do you think this animal has the word *dragon* as part of its name?

_____

_____

_____

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Phone: 843-695-4900

Sentence Construction # 1

Directions: Read each question. Write 3-5 sentences per topic.

1. Write about a time someone gave you very good advice.

2. Who is your personal hero? Why?

NAME: _____

Name_____

Just an Ordinary Guy

Louis Sachar, the author of *Holes*, is just an ordinary person. He spent part of his childhood in New York, but his family moved to California while he was still in elementary school. While living in New York, his father worked on the 78th floor of the Empire State Building. Sachar says this may have been the inspiration for the Wayside School.

Sachar studied economics in college. He received a flier on campus one day that offered college credit in exchange for helping out as a teacher's aide at a local elementary school. Sachar thought it sounded like a good way to obtain free credit, so he signed up. It quickly became his favorite college class. He helped in classrooms and on the playground as a lunch supervisor. Sachar says that the kids in his books are based on kids he knew while working at that school.

After college, Sachar got a job at a warehouse. During this time he wrote his first book, *Sideways Stories from Wayside School.* It took him almost a year to write the book, which was accepted by a publisher during his first week at law school. He passed the bar exam and then did part-time legal work. He went on to practice law, continuing to write children's books in the evenings. Nearly ten years later, Sachar was making enough money from the sales of his books to leave the law profession and devote himself to writing full-time.

One of Sachar's most well-known works, *Holes*, won a Newbery Award in 1999. Sachar says when he started writing the book, it was more about the place than the characters. As he wrote, the characters became more developed. It took him a year and a half to write the book, the same length of time Stanley was sentenced to Camp Green Lake.

Text Questions

1. Where did Louis Sachar receive the inspiration for his stories?
   a. from the books he read
   b. from things that happened in his life
   c. from his job
   d. from his teachers

2. Based on the text, what can you infer about the author of *Holes*?
   a. He doesn't have a strong understanding of childhood behavior.
   b. He had an unhappy childhood.
   c. He finds inspiration for his books from real-life events.
   d. He enjoys writing books about law schools.

3. Which statement is <u>not</u> true?
   a. There is a real Wayside school building that is sideways.
   b. Sachar helped in classrooms and on the playground as a lunch supervisor.
   c. It took Sachar a year and a half to write *Holes*.
   d. One of Sachar's most well-known works, *Holes*, won a Newbery Award in 1999.

4. What does the word *inspiration* mean as it is used in the first paragraph?
   a. breathing
   b. something supernatural
   c. an action that prompts a reaction
   d. something that influences someone to do something creative

5. After reading this passage, what can you learn from Sachar about success?

_____

_____

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Should Video Gaming Be a School Sport?

Write About It! Write an essay explaining whether you think videogaming should be considered a school sport. Include evidence fromthis article, along with your own reasons, to support your claim.

NAME: _____

Name_____

Harland David Sanders

Harland David Sanders is better known to most as Colonel Sanders, the founder of Kentucky Fried Chicken.

Harland Sanders was born in a small shack in September of 1890. Six years later his father died, leaving Harland to watch over his siblings while his mother entered the workforce. His duties at home included cooking, and within a year, he had begun to develop quite an aptitude as a cook. Following his mother's remarriage, he left home and subsequently dropped out of school in his early teens.

Throughout his life, he worked a wide variety of odd jobs. He was a farmer, insurance salesman, mule tender, and among other things, a political candidate. While working at one of his jobs as a service-station operator, he began cooking chicken. He sold it as part of a boxed meal for hungry travelers who stopped in for gas.

His food became so popular that he was listed in the popular restaurant guide *Adventures to Good Eating.*

In 1935, the governor made him a Kentucky Colonel for his contributions to regional cooking. Less than five years later, he purchased a motel and restaurant. Within a year, he had perfected his "secret recipe" for pressure-cooked chicken, but when World War II broke out, he lost most of his business and was forced to close.

After the war, he franchised his Kentucky Fried Chicken for the first time. Sanders spent the next several years developing his business. After one of his restaurants failed due to low traffic flow, Sanders began franchising in earnest.

He became the first fast-food owner to expand internationally. At one point, there were 600 restaurants. He eventually sold the chain of restaurants and traveled thousands of miles each year as a goodwill ambassador for the franchise.

Success came late in life for Colonel Sanders, and he gave heavily back to charities. Even today, over thirty years after his death, his trusts continue to provide money for charities and scholarships.

Text Questions

1. What inspired Harland Sanders to develop a chicken recipe?
   a. His siblings' favorite food was chicken.
   b. He learned to cook chicken while working on a farm.
   c. While working at a service station, he sold cooked chicken as part of a boxed meal.
   d. He knew he would be able to franchise his recipe and sell it to many people.
2. Which word best characterizes Harland Sanders?
   a. lazy b. procrastinator c. persistent d. greedy
3. Which of the following is true about Harland Sanders' life?
   a. He watched over his siblings and helped at home with the cooking while his mother entered the workforce.
   b. His recipe for cooking chicken failed miserably.
   c. After one of his restaurants failed due to low traffic flow, Sanders gave up on his dream of franchising.
   d. Success came early in life for Colonel Sanders.
4. What does the word *franchise* mean as it is used in the text?
   a. freedom from restriction
   b. a special right or exemption granted by the government
   c. the right to vote
   d. the right to market a product in a specific area
5. What can we learn from reading about Harland Sanders and his life?

_____

_____

Name_____

Handheld Calculators

People today have access to "handheld" calculators in many different mediums: computers; smartphones; and small, individual calculators. Push a button here or a button there, and it computes complex calculations instantly. We think of this as "modern" technology.

One of the earliest handheld calculators first became available in the early 1960s. Personal computers came into widespread use twenty years later, and cellular phones with calculators sometime after that. Thousands of years ago, long before the invention of batteries or electricity, early versions of a calculator were already in use.

The first calculator was called an "abacus," also known as a "counting frame." An abacus looks like a wood rectangle with a series of wires stretched across. Small rocks or beads are slid along the wires. There are other types using small ropes or grooves made in hard sand along which small beads slide.

People would use an abacus to solve addition, subtraction, multiplication, division, square root, and cube root problems with amazing speed. These counting devices are so quick and portable that they are still used today in some countries among trade merchants.

Abaci were standard issue in most American grade schools until the mid 1900s. With the advent of handheld calculators, they quickly became obsolete.

Text Questions

1. Which phrase or statement best defines an abacus?
   a. a handheld calculator
   b. a wood rectangle with a series of wires stretched across; small rocks or beads are slid along the wires
   c. used for addition, subtraction, multiplication, division, square root and cube root with amazing speed
   d. quick and portable
2. Which is a synonym for the word *advent* as it is used in the fifth paragraph?
   a. coming
   b. arrival
   c. approach
   d. appearance
3. In which situation might an abacus <u>not</u> be used?
   a. by your ancestors
   b. by merchants in foreign countries
   c. by students in the 1950s
   d. by your parents at the store
4. What is the main idea of the text?
   a. A battery-operated calculator is the only way to solve arithmetic problems.
   b. Everyone should have a handheld calculator.
   c. An abacus is an effective counting device.
   d. An abacus is obsolete.
5. In what ways have handheld calculators made our lives easier?

_____

_____

_____

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Can you follow directions?

1. Read everything carefully before doing anything.
2. Put your name in the upper right-hand corner of this paper.
3. Underline your first name.
4. Circle the word NAME in sentence two.
5. If you have followed directions carefully to this point, raise your hand silently, then keep working.
6. Draw 5 small squares in the upper left-hand corner.
7. Put an "X" in each square.
8. Count backwards from 10 to 1 in your head.
9. Put a circle around each square.
10. Sign your name under the title of this paper.
11. After the title write, "Yes!"
12. Put a circle completely around sentence number seven.
13. When you reach this point, draw a flower next to the number 13.
14. Put an "X" in the lower left-hand corner of this paper.
15. Draw a triangle around the "X" you just put down.
16. On the back of this paper, multiply 23 x 5.
17. If you have followed all the directions to this point, write apples on this line. _____
18. Draw a rectangle around the word corner in sentence 6.
19. On the reverse side of this paper, add 8.56 + 2.31
20. Put a circle around your answer and a put a square around the circle.
21. Underline all even numbers on the left side of this paper.
22. Now that you have finished reading everything carefully, do only sentence one and two!

Name_____

The Great American Dessert

Frozen desserts have been around much longer than you might imagine. Over two thousand years ago, Alexander the Great enjoyed snow and ice flavored with nectar. During the Roman Empire, runners were sent to the mountains for snow, which was then flavored with fruit or juice. Much later, the great explorer Marco Polo brought a recipe from the Far East that was similar to sherbet. Historians surmise this evolved into the ice cream we know today.

Frozen desserts incorporating cream appeared in France, England, and Italy during the same time period. At first, it was a dish for royalty. Ice cream was first served to the public at a café in Paris in the late 1600s. The dish had milk, cream, butter, and eggs.

Ice cream didn't arrive in America for another hundred years. Historical records indicate George Washington and other early presidents dined on ice cream. A merchant's advertisement from the time claims ice cream was available "almost every day." Even so, it was a dish reserved mostly for the elite.

In the early 1800s, insulated ice houses made the storage of ice cream much more practical. By the middle of the century, ice cream had become quite an industry in America. The Industrial Revolution resulted in an increase in ice-cream production. New freezing processes and equipment made it easier to make ice cream.

Ice cream evolved through the invention of various products such as "ice-cream sodas." Some people claimed such treats were too rich to eat on Sunday. On Sundays, the carbonation was left out, leading to the ice-cream sundae. During times of war, ice cream became a tangible way to boost the morale of the troops. During the rise of the supermarket and prepackaged foods, ice-cream parlors declined. Recently, however, specialty ice-cream shops have become popular once again.

Text Questions

1. Which of the following best describes early frozen desserts?
   a. cream poured over ice
   b. snow flavored with fruit or juice
   c. a concoction made with milk, cream, sugar, and eggs
   d. a mixture of salt and snow poured over syrup

2. Which is a synonym for the word *morale* as it is used in the text?
   a. assurance
   b. resolve
   c. confidence
   d. spirits

3. Who might be credited with a frozen dessert that led to ice cream as we know it today?
   a. Alexander the Great
   b. the Romans
   c. people in the Far East
   d. George Washington

4. According to the passage, how did technology influence the ice-cream industry?
   a. Insulated ice houses and improved freezing techniques made it easier to produce and store ice cream.
   b. Advances in communication and advertising made it possible for more people to know about ice cream.
   c. When presidents ate ice cream, that made it more well-known to the general population.
   d. Advances in transportation made it possible to bring ice cream to more people without having it melt.

5. What would you predict to be the next new development in the ice-cream industry? Give reasons for your answer.

_____

_____

Name_____

Twins

Twins run in families, right? Not necessarily. There is more than one type of twins, and various factors influence each. Generally speaking, identical twins occur at the same rate across the population, regardless of external factors such as age or race. Fraternal twins occur at different rates, depending on various factors. Scientists have found indications that fraternal twins are hereditary, and the age of the mother and number of previous births may also be factors. Some cultural groups have a higher rate of twinning than others.

Identical twins occur when one egg is fertilized and splits into two separate zygotes. A zygote is the cell that is formed when an egg is fertilized. These two entities may remain in one amniotic sac to receive nourishment during development, or they may split into two separate sacs.

The other type of twins is fraternal, which occurs when two separate eggs are fertilized at the same time. This type usually develops in two separate sacs.

Because identical twins begin as a single cell, they receive the same genes; they are genetically identical. Therefore, they will always be the same gender and share many physical characteristics and personality traits. However, approximately 20 percent of our genes manifest themselves differently, which accounts for slight variations that may be observed in identical twins. Scientists have also observed instances in which the right side of one twin will match the left side of the other. These are called mirror twins.

Fraternal twins begin as two individual cells, and therefore, each has a unique set of DNA. The resulting offspring will look no more alike than any other siblings. As such, they may be the same gender or different.

Research on twins continues, due in part to our fascination with identical DNA, as well as the information to be learned regarding the unique DNA code of every human.

Text Questions

1. Which title would be a good alternative for this text?
   a. "One Versus Two"
   b. "Seeing Double"
   c. "DNA Studies"
   d. "Across Cultures"

2. Which word or phrase best describes twins who may not be the same gender?
   a. identical twins
   b. mirror twins
   c. fraternal twins
   d. cloned twins

3. What causes identical twins to look alike?
   a. They are born at the same time.
   b. They share the same amniotic sac.
   c. They are the same gender.
   d. They share the same DNA.

4. Based on the context, what can you infer the word *hereditary* means?
   a. passed down genetically from one generation to the next
   b. sharing the same beliefs about what causes twins
   c. inherited as a legal heir
   d. something explained by one's ancestors

5. Based on what you read and your background knowledge, in what other ways might studies of twins benefit scientific research?

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Name_____

Garbage to Good

According to the Environmental Protection Agency, Americans create millions of tons of garbage per year. Of this amount, one-third is either recycled or composted, and just over 10 percent is burned. Over half of all garbage goes to landfills. Landfills are costly to build and can be a source of pollution.

Efforts have been made to reduce the impact of solid waste on landfills. Many innovative uses for waste have been developed. One use for waste is to create energy.

When waste is used to create energy, it results in heat or combustible gases. The most common way to achieve this result is through burning, or incineration. But burning waste can have hazardous emissions, so strict guidelines must be followed. Before such guidelines were developed, gas emissions were heavily acidic. This created acid rain that was harmful to both people and structures. Now filters are used, which make emissions cleaner than most home fireplaces.

Aside from the emissions that are produced, the residue that remains can be highly toxic and must be handled very carefully.

The most common method of creating energy from incineration is by using the heat created from burning the waste to boil water. The boiling water powers steam generators, which make electricity for homes and businesses.

Today, new ways of using waste to create electricity or fuels are being developed. They are very complicated. One example is the thermal method, which uses extremely high temperatures without burning.

The goal is to transform waste into a benefit for us. Sweden has run out of waste to transform into energy. Now they purchase waste from other countries. Perhaps someday we will also be able to make total use of our waste.

Text Questions

1. According to the passage, how much of our garbage goes to landfills?
   a. one-third
   b. 10 percent
   c. 50 percent
   d. more than half
2. What is does the word *innovative* mean as it is used in the second paragraph?
   a. renewed
   b. new methods
   c. altered
   d. unimaginative
3. What is a positive result of burning waste?
   a. Burning waste results in heat or combustible gases.
   b. Without filters, burning creates acid rain that is harmful to both people and structures.
   c. The heat created from burning waste is used to boil water, which powers steam generators to make electricity.
   d. The residue that remains from burning waste can be highly toxic and must be handled very carefully.
4. Which title would be a good alternative for this text?
   a. "Waste Equals Energy"
   b. "A Model Country"
   c. "A New Way to Generate Heat"
   d. "Burning Our Garbage"
5. What do you think it will take for our country to implement effective uses of waste material? Give reasons to support your answer.

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Name_____

Global Warming

A widely debated subject in the last decade is global warming. Have humans really caused our planet to become warmer?

Scientists agree that global temperatures have risen by about one degree Fahrenheit over the last 150 years. In parts of the Arctic, the temperature has risen about two degrees. However, temperatures have fluctuated over that time span as well.

Due to limited data, scientists use several strategies to approximate temperature changes. Tree rings and sediment layers from oceans and lakes provide us with clues. Drilling cores through Earth's polar ice sheets also gives us information regarding the past thousands of years.

However, some scientists question if such evidence is valid. Some argue the data and computer-enhanced climatic programs are too vague to make definite claims regarding global warming. They note major temperature fluctuations throughout history. These changes are unrelated to anything man-made and could be just another weather cycle.

As a result, the debate continues as to whether or not any global warming is caused by man and if anything can or should be done about it.

The term "greenhouse gases" refers to changes in the atmosphere caused by human activity. Regardless of such gases contributing to global warming or not, from an environmental perspective, reducing these gases is a wise course to follow. One way to do this is to find alternate sources of energy other than burning coal. Emissions from automobiles, industrial plants, and power facilities can be more strictly regulated. Individuals can help by recycling and using environmentally friendly methods of travel.

The potential threat and reality of global warming is being taken seriously by scientists worldwide.

Text Questions

1. Which evidence is stated in the passage to support the theory of global warming?
   a. melting polar ice
   b. changes in animal populations
   c. rising temperatures worldwide
   d. decreased ozone in the atmosphere

2. What would be a good resource to learn more about this topic?
   a. a scientific climate research site
   b. a book about the Arctic
   c. a talk show on television
   d. your friends at school

3. In the second paragraph, what does it mean to say that temperatures *fluctuated* over time?
   a. They vary in different parts of the world.
   b. They change frequently.
   c. They changed dramatically.
   d. They rose and fell with the tides.

4. Which of the following statements is an opinion?
   a. Global temperatures have risen by about one degree Fahrenheit over the last 150 years.
   b. Drilling cores through Earth's polar ice sheets gives us information regarding the past thousands of years.
   c. Computer-enhanced climatic programs are too vague to make definite claims regarding global warming.
   d. There have been major temperature fluctuations throughout history.

5. What do you think should be done, if anything, to combat global warming? Give reasons and evidence to support your answers.

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Name_____

Travel of the Future

Sometimes, invention is born out of frustration as much as necessity. Elon Musk has been playing with a new form of high-speed transportation. He sees it as an alternative to current high-speed rail projects. Musk works with an electric car company and a solar energy company. He calls his invention the Hyperloop.

Using the Hyperloop, people would travel in pods through low-pressure steel tubes. The capsules would reach speeds of about 760 mph. Existing high-speed rail systems in Asia reach speeds of 300 mph.

One way to think about how the Hyperloop would work is to think about a roller coaster. It's possible the capsules would receive an initial boost of power from spinning steel balls. The momentum would move the pod toward an electromagnet that would pull the unit forward. The magnet would then repel the pod, sending it toward the next magnet along the track.

The efficiency of the system comes from a couple of factors. Pods would be suspended on a cushion of compressed air, which would reduce friction. Musk also plans to use solar energy to power his system, making it environmentally friendly. The solar panels would be mounted on top of the tubes.

The Hyperloop would be efficient up to distances of about 900 miles. Beyond that, air travel would probably be more cost effective. Initially, he would propose transit between San Francisco and Los Angeles. The commute time between the two cities would be reduced to a little over 30 minutes. The trip would cost commuters about $20. Musk's plans include elevating the system on pylons in close proximity to a major freeway. He says this would reduce the need for land acquisition, thus cutting down on the overall cost of the project.

Whether or not the Hyperloop is feasible, one thing is certain—it adds new interest to the ongoing debate about efficient transportation.

Text Questions

1. What is one factor that would increase the efficiency of the proposed system?
   a. It will only travel short distances.
   b. It would rely on magnetic principles.
   c. The pods would be lightweight.
   d. The pods would travel on a layer of compressed air which would reduce friction.

2. What does the word *acquisition* mean as it is used in the text?
   a. something that is obtained
   b. something that is shared
   c. something that is added to the system
   d. something that is given away

3. Which current method of transportation is most like the Hyperloop?
   a. airplanes
   b. light rail
   c. high-speed rail
   d. automobiles

4. Which paragraph gives an overview of the principles that could make the Hyperloop work?
   a. the first paragraph
   b. the third paragraph
   c. the fourth paragraph
   d. the fifth paragraph

5. Based on what you read, what is your opinion of the feasibility of the Hyperloop? Give evidence to support your answer.

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Name_____

Two Fables

The Donkey and His Purchaser

A man who wanted to buy a donkey set out across the countryside. Upon arriving at the market, he began to peruse the animals offered for sale. When he found one that pleased him, he made an arrangement with the owner to take the donkey home on trial to see what he was like. The man brought the donkey home and put him into his stable along with the other donkeys. The newcomer took a look around and immediately went and chose a place next to the laziest and greediest beast in the stable. When the master saw this, he put a halter on him at once and led him back to his previous owner. The man was surprised to see him back so soon and said, "What, do you mean to say you have tested him already?"

"I don't want to put him through any more tests," replied the master. "I could evaluate what sort of beast he is from the companion he chose for himself."

The Farmer and the Stork

A farmer set some traps in a field, which he had recently sown with corn, in order to catch the crows that came to pick up the seed. When he returned to look at his traps, he found several crows caught. Among them was a stork, which begged to be let go. It said, "You shouldn't harm me, for I am not a crow but a stork, as you can easily see by my feathers. I am the most honest and harmless of birds." But the farmer replied, "It's nothing to me what you are. I find you among these crows, who ruin my crops, and like them, you shall suffer."

Text Questions

1. Why did the stork suffer?
   a. He flew with the crows.
   b. He was caught in a trap with the crows.
   c. He was eating the farmer's crops.
   d. He was different from the crows.

2. What choice did the donkey make?
   a. to associate with a lazy, greedy donkey
   b. to obey his new master
   c. to betray his owner at the market
   d. to remain by himself in the stall

3. What does the word *peruse* mean as it is used in the first fable?
   a. to read thoroughly
   b. to examine in detail
   c. to review
   d. to analyze

4. What is the common theme, or moral, of the two fables?
   a. Those who seek to please everybody please nobody.
   b. Every man should be content to mind his own business.
   c. Pride goes before destruction.
   d. A man is known by the company he keeps.

5. What is your opinion of the master's test of the donkey? Did it enable him to judge the donkey's potential usefulness fairly and accurately? Give reasons to support your answer.

_____

_____

_____

Name _____

Punctuation

Every sentence ends with a punctuation mark.
A **period** (.) is used at the end of a statement.
A **question mark** (?) is used when you ask something.
An **exclamation point** (!) is used to show emphasis or surprise.

Read the following sentences and insert the proper punctuation mark for each sentence.

1. When is your birthday ____
2. I love pizza ____
3. I am in elementary school ____
4. One example will explain what I mean ____
5. My bus stops at the next corner ____
6. Do you like to read ____
7. I love to skateboard ____
8. Do you have a library card ____
9. My favorite subject is science ____
10. Where are you going with your cousin ____
11. I was so scared ____
12. My grandmother is an archaeologist ____
13. Suddenly it occurred to me to try something different ____
14. The fireworks were spectacular ____
15. What are the odds of winning the lottery ____
16. What is your favorite season of the year ____
17. Twenty percent of the people in my class wear glasses ____
18. Do you know how fast a cheetah can run ____
19. Mrs. Thompson screamed, "I have had it up to here____"
20. Do you like sunrise or sunset the best ____

Name_____

The Storytellers

Adrián meandered over to sit by Zachary in the cafeteria, letting his tray clatter on the table. The heads turned of those who were curious about the new kid, but Adrián didn't care; the newness would wear off soon enough. Might as well get some enjoyment out of it while he could.

"What brought you here, anyway?" Jayden narrowed his eyes and scrutinized the newcomer.

Realizing Jayden wasn't referring to this specific lunch period, Adrián said, "My dad's company transferred him." He chomped into his burrito, which was stuffed with beans, asadero cheese, and bits of chicken.

"Tell us another of your dad's wacky stories," Zachary requested.

Jayden interrupted before Adrián could begin talking. "What stories?"

Adrián swallowed, scattering grains of rice with a fork, composing his thoughts. His dad claimed he heard the stories at work, but Adrián had never quite figured out who the storytellers were.

Sensing his comrades had settled down enough for him to get a word in edgewise, he launched into his anecdote. "He has one tale about a commander in the military. Seems the rest of his unit fled the enemy, leaving him the only remaining soldier, and he was out of ammunition. Somehow he managed to stun the general and escape. I don't remember the details," Adrián mumbled the last line and took a gulp of orange juice.

Zachary glanced at him quizzically. "What exactly does your dad do for a living?"

"Uh," Adrián stammered. "He takes care of people." That's how his dad described the lawn-mowing, flower-tending, and ground excavation that comprised his daily duties.

"Where?" Jayden taunted him.

Adrián scraped a pencil against the edge of the table, rubbing off golden flecks of paint, eyes downcast. "The cemetery."

Text Questions

1. What is Adrián's role in the story?
   a. He is trying to make friends at his new school.
   b. He is the brunt of the boys' jokes.
   c. He becomes a storyteller like his dad.
   d. He defends his dad's work.
2. What is one possible element of fantasy in the story?
   a. ghosts b. fairies c. dragons d. magic
3. What is Adrián's dad's job?
   a. He takes care of people.
   b. He plans landscapes for businesses.
   c. He talks to people about their experiences.
   d. He is the caretaker of a cemetery.
4. What did Jayden do when he *scrutinized* Adrián?
   a. He looked at him carefully to notice details.
   b. He examined him to see if his answer to the question made sense.
   c. He inspected him to see if he fit in with the group.
   d. He studied him to give him a test.
5. What is the significance of the cemetery in relation to Adrián's dad's stories?

_____

_____

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Sentence Construction # 2

Directions: Read each question. Write 3-5 sentences per topic.

1. What shows/movies will you binge during your time off?

2. What is your favorite time of year? Why?

NAME: _____

Name _____

Adventure Hike

Trevor trudged up the rise, knowing the view from the top would be spectacular. He assumed Ellie was keeping pace behind him. The humidity kept his shirt clinging to his skin under the daypack he wore. The red trail dust covered his tennis shoes, and he had mud splatters on his legs from places where moisture from the last tropical shower didn't evaporate.

"Unbelievable view, isn't it?" Ellie stood alongside him, catching her breath.

"You can see all along the Na Pali coast." Trevor pointed. "How are you doing?" He felt responsible for Ellie, since he'd begged her parents to allow his younger cousin to accompany him on this adventure hike.

"I'm okay. How many more ridges?" They had studied the trail in the guidebook but weren't prepared for the steep ridges. She repositioned her water bottle in the pack.

"This is the last ridge," he said, gesturing ahead. "Below is the secluded beach we read about. We'll rest there for lunch before following the trail inland along the creek into the jungle."

Trevor and Ellie enjoyed their respite, watching surfers and crashing waves, before picking their way among the rocks, watching carefully to make sure they didn't miss the trail. They drained their water bottles as the humidity increased and insects assaulted them. Ellie's shoes rubbed blisters on her feet, but she dared not complain, knowing Trevor had to be experiencing the same. Sloshing through the stream at times, scrambling over slippery rocks, they navigated the narrow path through the jungle.

"How much farther to the falls, do you think?" Ellie gasped.

"Not sure. We should have brought more water." Trevor held back giant leaves to let her pass into a clearing of sorts. "I don't think this is it."

"This waterfall may not be our destination, but it looks good to me. Let's stop here."

Text Questions

1. What does it mean to say the beach is *secluded*?
   a. locked away
   b. withdrawn
   c. set apart for a particular purpose
   d. isolated
2. In what type of environment were Trevor and Ellie hiking?
   a. desert
   b. tropical
   c. polar
   d. temperate
3. In what ways were Trevor and Ellie unprepared for their adventure?
   a. They didn't pack enough water for the climate.
   b. They didn't allow enough time to get to their destination before dark.
   c. They didn't consult a trail guide.
   d. They didn't wear tennis shoes.
4. What is the main idea of the text?
   a. Tropical hikes have beautiful scenery.
   b. A tropical hike can be strenuous.
   c. It's important to reach your destination no matter what.
   d. Do not take someone younger than you on an adventure hike.
5. What could Trevor and Ellie have done differently to make the hike more enjoyable?

_____

_____

Name: _____

Pain Relievers Comprehension Quiz

Directions: Read the information taken from the pain reliever bottles and answer the questions..

Medicine A - Aspirin

Drug Facts

Active ingredient (in each tablet)	Purpose
Aspirin 325 mg	Pain reliever/ fever reducer

Uses

provides temporary relief of
- headache
- pain and fever of colds
- toothache
- menstrual pain
- muscle pain
- minor pain of arthritis

Warnings

Reye's syndrome: Children and teenagers who have or are recovering from chicken pox or flu-like symptoms should not use this product. When using this product, if changes in behavior with nausea and vomiting occur, consult a doctor because these symptoms could be an early sign of Reye's syndrome, a rare but serious illness.

Alcohol warning: If you consume 3 or more alcoholic drinks every day, ask your doctor whether you should take aspirin or other pain relievers/fever reducers. Aspirin may cause stomach bleeding.

Ask a doctor before use if you have
- asthma
- stomach problems that persist or recur
- ulcers
- bleeding problems

Stop use and ask a doctor if
- pain worsens or lasts more than 10 days
- fever worsens or lasts more than 3 days
- new symptoms occur
- redness or swelling is presents
- ringing in the ears or loss of hearing occurs

Directions

- **adults:** 1 to 2 tablets with water. Dosage may be repeated every 4 hours, not to exceed 12 tablets in 24 hours.
- **children under 12:** consult a doctor.

Medicine B – Acetaminophen

Drug Facts

Active ingredient (in each gelcap)	Purpose
Acetaminophen 500 mg	Pain reliever/ fever reducer

Uses

- temporarily relieves minor aches and pains due to headache, muscular aches, backache, the common cold, toothache, menstrual cramps, minor pain of arthritis
- temporarily reduces fever

Warnings

Alcohol warning: If you consume 3 or more alcoholic drinks every day, ask your doctor whether you should take acetaminophen or other pain relievers/fever reducers. Acetaminophen may cause liver damage.

Overdose warning: Taking more than the recommend dose (overdose) may cause liver damage. In case of overdose, get medical help or contact a Poison Control Center right away. Quick medical attention is critical for adults as well as for children even if you do not notice any signs or symptoms.

Directions

- **do not take more than directed** (see overdose warning)
- adults and children 12 years and over: take 2 gelcaps every 4 to 6 hours as needed. Do not take more than 8 gelcaps in 24 hours.
- children under 12 years: do not use this adult Extra Strength product in children under 12 years of age; this will provide more than the recommended dose (overdose) of acetaminophen and may cause liver damage.

1. Which medicine relieves pain from toothaches?

a. Aspirin b. Acetaminophen c. Both medicines d. Neither medicine

2. Which medicine should **not** be used by children recovering from chicken pox or flu-like symptoms?

a. Aspirin b. Acetaminophen c. Both medicines d. Neither medicine

3. Which medicine comes in gelcaps?

a. Aspirin b. Acetaminophen c. Both medicines d. Neither medicine

4. Which medicine comes in a 400 mg single dose?

a. Aspirin b. Acetaminophen c. Both medicines d. Neither medicine

5. Which medicine may cause stomach bleeding if taken with alcohol?

a. Aspirin b. Acetaminophen c. Both medicines d. Neither medicine

6. What is the maximum recommended dose of medicine A, aspirin, that an adult may take in a 24 hour period?

a. 2 tablets b. 4 tablets c. 8 tablets d. 12 tablets

7. Which medicine may cause liver damage if it is misused?

a. Aspirin b. Acetaminophen c. Both medicines d. Neither medicine

8. Which medicine should not be taken by people who consume more than three alcoholic drinks a day without consulting a doctor?

a. Aspirin b. Acetaminophen c. Both medicines d. Neither medicine

9. A person with asthma should talk to a doctor before taking which medicine?

a. Aspirin b. Acetaminophen c. Both medicines d. Neither medicine

10. How often may an adult take 1 to 2 tables of medicine A, the aspirin?

a. Every 2 hours b. Every 4 hours c. Every 6 hours d. Every 24 hours

11. What is the maximum recommended dose of medicine B, acetaminophen, that an adult may take in a 24 hour period?

a. 2 gelcaps b. 4 gelcaps c. 6 gelcaps d. 8 gelcaps

12. Which medicine may cause liver damage in a child less than 12 years of age?

a. Aspirin b. Acetaminophen c. Both medicines d. Neither medicine

13. Which medicine may be used to relieve minor pain from arthritis?

a. Aspirin b. Acetaminophen c. Both medicines d. Neither medicine

14. Which medicine should a child less than 12 years of age take without speaking to a doctor?

a. Aspirin b. Acetaminophen c. Both medicines d. Neither medicine

15. Which medicine can be used to temporarily relieve pain and fever?

a. Aspirin b. Acetaminophen c. Both medicines d. Neither medicine

Name_____

Kite Competition

The sight of the waves as he clambered out of the car made up for the fact Jonathon was here with his parents, missing his friend's much discussed birthday party. Family vacations didn't always make his list of preferred ways to spend a weekend, but Jonathon did love the ocean. He'd brought his skimboard, with the thought that he'd snag some time to himself.

"Hey, Jonathon," Dad motioned to him. "Here's an announcement for the kite festival this weekend. They have a competition for the best handcrafted kite, with awards based on its flying ability."

Jonathon reluctantly perused the poster tacked to a utility pole. "Honestly, Dad, I'd rather skimboard."

"Okay," Dad laid a hand on Jonathon's shoulder. "I can't force you to enter, but I can encourage you. You've often said you wish you could express your creativity. Well, here's your opportunity."

"Huh?" Puzzled, Jonathon considered his dad's words. Maybe making a kite would be a creative way to express himself, but he had his doubts. Still, Jonathon agreed to give it a try to please him.

Carrying his kite, Jonathon advanced to the area where his fellow competitors had gathered. The wind tugged the frame, threatening to pull the canvas into the air. It felt like an extension of himself, soaring and showing everyone what he was made of, instead of feeling invisible as he so often did. Jonathon braced himself. His orange and green kite contrasted sharply to the dull brown of the sand and gray-blue of the ocean. With glee, he flung his kite skyward.

Text Questions

1. Based on what you read, what is Jonathon's decision, or dilemma, in the story?
   a. He didn't want to miss his friend's birthday party.
   b. He wanted to snag some time for himself.
   c. He couldn't decide whether to skimboard or enter the kite competition.
   d. He didn't care what his dad thought.
2. How does Jonathon's dad influence him in the story?
   a. He said Jonathon could go to the birthday party.
   b. He helped Jonathon build a kite.
   c. He forbid Jonathon from skimboarding.
   d. He gave Jonathon a suggestion and supported him.
3. What is one theme of the text?
   a. honesty
   b. self-expression
   c. insecurity
   d. fear of failure
4. What does the word *threatening* mean as it is used in the text?
   a. a warning
   b. approaching quickly
   c. frightening
   d. menacing toward another person
5. What do you learn about Jonathon in the last paragraph?

_____

_____

_____

Name: _____

Inferences Worksheet

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Kyle ran into his house, slamming the door behind him. He threw his book bag on the floor and plopped onto the couch. After six hours of playing *Grand Larceny VII*, he ate some pizza and fell asleep with a slice on his stomach and his feet on his book bag. When Kyle came home from school the next day, he was noticeably distraught. He balled up his report card and placed it inside a soup can in the garbage. He then flipped the soup can upside down in the garbage can and arranged loose pieces of trash over it. As he plopped down on the couch, he let out a sigh and picked up his controller.

1. Why is Kyle distraught? _____

How do you know this?

2. Why does Kyle put the report card in a soup can? _____

How do you know this?

3. Was Kyle's report card good or bad and why was it like that? _____

How do you know this?

Anastasia sat by the fountain in the park with her head in her palms. She was weeping mournfully and her clothing was disheveled. In between gasps and sobs, Anastasia cried out a name: "Oh... John…" And then her cell phone beeped. Her hand ran into her purse and her heart fluttered. The text message was from John. She opened up the message and read the few bare words, "*I need to get my jacket back from you.*" Anastasia threw her head into her arms and continued sobbing.

4. What relationship do John and Anastasia have? _____

Why do you feel this way?

5. Why is Anastasia sad? _____

How do you know this?

Cassie rolled over in her bed as she felt the sunlight hit her face. The beams were warming the back of her neck when she slowly realized that it was a Thursday, and she felt a little too good for a Thursday. Struggling to open her eyes, she looked up at the clock. "9:48," she shouted, "Holy cow!" Cassie jumped out of bed, threw on the first outfit that she grabbed, brushed her teeth in two swipes, threw her books into her backpack, and then ran out the door.

6. What problem is Cassie having? _____

How do you know this?

7. Where is Cassie going? _____

How do you know this?

Kelvin was waiting in front of the corner store at 3:56. His muscles were tense and he was sweating a bit more than usual. The other kids gathered in front of the little storefront were much more relaxed, even playful. They joked back and forth lightly to each other but for Kelvin, time slowed. 3:57. "Don't worry, Kelvin. He ain't even gonna show up." Kelvin hoped that he wouldn't. A black four-door Camry with tinted windows pulled up and parked across the street. Kelvin gulped. 3:58. A group of teenagers piled out of the car. James was in the front. "Hi-ya, Kelvin. Glad you could make it," James said. Kelvin felt smaller.

8. Why is Kelvin waiting at the corner store? _____

How do you know this?

9. Are James and Kelvin friends? _____

What in the text supports your idea?

10. Why is Kelvin so nervous? _____

What in the text supports your idea?

Name_____

Labor for Grain

"Quit daydreaming and let's get chores done before Papa catches us idle," Regenard's brother, Marellus, urged. Caught in a daydream, Regenard jumped slightly and then shifted his attention back to his duties. The sight of the huge blades turning lazily in the breeze never failed to mesmerize him.

Regenard supposed the windmills eased their labor, but he could never completely agree with the theory. He recalled a day not long ago when a visitor had arrived on horseback, carrying a scroll with drawings, which he displayed to all the men at a town meeting. The stranger had described how the drawings had been meticulously copied and passed around, having been brought from the east by crusaders. Upon careful perusal of the sketches, they had reached a consensus to build such a contraption, called a "windmill," in their village.

"Garçon," the elder called, "gather the other boys to turn the blades!" Regenard and his brother dropped their milk pails and raced to the windmill. It was true, since they had built the monstrosity, they no longer needed as many horses to turn the mills and grind grain. It seemed, however, that there was no end of other work created by this labor-saving device. Occasionally, a shaft would need replacing. Or a mill stone would slip, which required every able-bodied man in the village, it seemed, to shove it back in place.

Grunting, Regenard worked alongside the others to turn the windmill so the massive wood sails could catch the wind. "Mind your head!" His brother nimbly ducked under the swinging blade, but Regenard didn't move quickly enough, and he was knocked senseless.

"Oh," he moaned, holding the lump on his forehead. Marellus produced a damp cloth, pressing it to the tender area. Strong arms then lifted him and carried him home. "Well," Marellus teased, as Regenard was laid on his cot, "that's one way to get out of carrying grain sacks today."

Text Questions

1. What can you infer about the time period from the setting of the story?
   a. The story takes place in modern-day times.
   b. The story takes place in pre-industrial times.
   c. The story takes place during the Industrial Revolution.
   d. The story takes place during the Westward Expansion.
2. What obstacle or problem does the main character face in the story?
   a. He is daydreaming and doesn't get his chores done on time.
   b. He has to do more work because of the windmill.
   c. He is injured while working at the windmill.
   d. He doesn't want to haul sacks of grain.
3. What does it mean to say the villagers reached a *consensus*?
   a. They took a survey to see who agreed to the plan.
   b. They gave the stranger permission to construct a windmill.
   c. They had a debate about whether or not to use the plans.
   d. They all agreed to build a windmill.
4. What role does the windmill play in the story?
   a. It provides tension and conflict in the story.
   b. It is an obstacle the main character must overcome to reach a goal.
   c. It sets the mood and tone of the story.
   d. It helps the reader understand the main character better.
5. How does windmill technology today differ from that described in the story? How is it the same?

_____

_____

Name_____

Change of Plans

A pair of studded boots sat side by side waiting. Their owner wore dark socks with markings, and the boots were shrouded by studded pants—quiet, for he had removed the chains. He was not tall by any means but of medium stature with a slight build. His black ops jacket could easily be mistaken for a gang jacket. Warren Black stood out from the other passengers on the flight, which included tourists and natives bound for Ireland. He had no camera, and he did not look Irish.

Warren sat contentedly gazing at the small, curious medallion around his neck, with an imprint of a dying rose on one side and on the opposite, the sun. He stared at the edges, worn smooth, and the ebony finish, which was flaking in places to reveal a brilliant blue sheen. As the captain put on the seat belt warning, the plane jolted suddenly as if experiencing heavy turbulence.

Without warning, the left engine stopped spinning entirely, and the plane began to vault and buck as the pilot instructed everyone to remain calm. The plane continued its violent descent as Warren clutched the armrests on either side of him. The left wing hit the ground first, causing the cabin to shudder from the impact. The wing dug a deep trench into the grassland and was stopped short by a boulder. People screamed as the plane slowly tipped downward and came to a halt on its belly, all the landing gear torn up. As the passengers dismounted on the slides, a head count was taken. No fatalities and no severe injuries were reported. A young girl struggled to catch her breath, and Warren himself was experiencing some chest pains. In shock, the group moved slowly to the nearby village, but Warren opted to wander off to a nearby lake with his luggage to set up a tent. He made himself a fire and began cooking a small dinner.

Text Questions

1. Which phrase or sentence shows that no one was seriously injured?
   a. As the passengers dismounted on the slides, a head count was taken.
   b. No fatalities and no severe injuries were reported.
   c. A young girl struggled to catch her breath, and Warren himself was experiencing some chest pains.
   d. In shock, the group moved slowly to the nearby village.
2. What might be the reason for Warren's journey?
   a. He wants to tour Ireland and go sightseeing.
   b. He is Irish, and he wants to visit his homeland.
   c. He is on a special assignment for the government.
   d. He knows what to do in a crisis.
3. What does the word *violent* mean as it is used in the text?
   a. forceful
   b. mean
   c. unjust
   d. furious
4. What caused the accident?
   a. The left engine failed.
   b. The right engine failed.
   c. The pilot fell asleep.
   d. The landing gear malfunctioned.
5. How might this incident affect Warren's travel plans?

_____

_____

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Phone: 843-695-4900

Sentence Construction # 3

Directions: Read each question. Write 3-5 sentences per topic.

1. Who is your favorite teacher/counselor/administrator of all time? Why?

2. At home and school, what really makes you angry? Why?

NAME: _____

Name _____

Held for Ransom

Sean stumbled on the uneven boardwalk as he made his way over to rest against the rough-hewn planks of the hotel. If only someone would have pity on him and take him in for a night, he could make himself presentable. If he cleaned up well enough, maybe he could convince someone of his prior bank clerk experience, and he could get a job to support himself.

"Hey you," voices mocked him as they passed by. "The port is that way, if you want to board a ship and go back to where you came from."

Running a hand through his unkempt auburn hair, Sean ignored the rude remarks and limped toward the hotel entrance, hoping for a drink of water. His body bore the trauma of the recent eight-week voyage in the ship's hold across the Atlantic. He'd boldly proclaimed his political views back in Ireland, which resulted in his transport against his will, but he'd learned his lesson. No one would hear a peep out of him in Boston, not that any would listen with so many politicians here.

"Bank clerk, eh?" The manager peered over his spectacles, studying Sean. "Care to elaborate on your story?"

With effort, Sean kept his temper in check. He'd get this job on his own merits, or he'd go elsewhere. It hadn't taken him long to learn no one wanted to hear his tales of woe. His kidnappers claimed they'd taken him prisoner for treason, when in reality he had been held for ransom. A sentinel on board the ship had let it slip that a merchant had ordered his capture, hoping any ransom paid would satisfy the master's unpaid debts. When it was discovered Sean's family had no money, his captors threw him overboard. Fortunately, by the time this happened, the vessel had already entered the Boston harbor.

Text Questions

1. Why didn't Sean's family pay the ransom?
   a. The master's debts were paid.
   b. The ship had arrived in the Boston harbor.
   c. Sean's family didn't have any money.
   d. Sean was taken prisoner for treason.

2. Which of the following is the most recent event to happen in Sean's life?
   a. Sean stumbled on the uneven boardwalk.
   b. Sean ignored the rude remarks and limped toward the hotel entrance.
   c. One of the sentinels on board the ship had let it slip that a merchant had ordered his capture.
   d. He boldly proclaimed his political views back in Ireland.

3. What does it mean to say Sean had *prior* bank experience?
   a. He worked in a bank previously.
   b. His bank job was not very important.
   c. He kept the books for a religious institution.
   d. He was the first person in line to apply for the bank job.

4. What is the best summary of the story's problem?
   a. Sean must find a way to pay the ransom money.
   b. Sean is starting over in a new country and needs to find a job.
   c. Sean was held as a political prisoner.
   d. Sean endured a rough voyage across the Atlantic.

5. What might have happened if the truth about Sean's family had been discovered out at sea?

_____

_____

Name_____

Tick Tock

Someone was watching; Savannah felt eyes following her as she wandered through the antique shop. She glanced over her shoulder to discover her mother wasn't paying attention, and the shopkeeper was nowhere to be seen. But still, she sensed the uncomfortable heaviness of someone studying her.

She spun around and saw it—in an obscure corner sat a massive, ornate grandfather clock. The pendulum swung back and forth, keeping a perfectly steady rhythm. Not a speck of dust marred the flawless surface of the clock face. Above the case that housed the pendulum, a single, carved eye stared directly at Savannah.

She couldn't resist moving forward, the timepiece beckoning her closer until they stood face-to-face.

Tick tock, tick tock. The hands advanced, the pendulum swung, and the eye stared. Savannah shivered.

"Time to leave!" Her mom's voice called from another area of the shop.

Savannah pivoted and let out her breath. "I'm coming!" Weaving around an ancient trunk and two unusual watercolor paintings, she hastened toward the main entrance and accompanied her mother outside.

Eucalyptus trees flashed by the window of her mother's maroon sedan, their varying shades of gray-green smeared like paint. A motorcycle zoomed past, causing her mom to swerve sharply, honking the horn. The car jounced onto the shoulder and skittered to a stop.

Glancing out the window, Savannah gasped as she noticed a single eye glaring at her from between the limbs of a gnarled oak tree.

Her mom twisted the steering wheel, and their vehicle shot back onto the highway. The mysterious tree disappeared from view behind them.

Tick tock. Momentarily, the faint sound of the swinging pendulum echoed in her mind. Then, it too was gone.

Was she going insane? Savannah contemplated her mom: Mom hadn't seen the eye, hadn't heard the clock. Had it all really happened? Or was it just her imagination?

Text Questions

1. What caused Savannah to wonder if she was going crazy?
   a. The trees blurred outside the car window.
   b. She saw a single eye in two different places.
   c. She heard voices from within the grandfather clock.
   d. The case of the clock opened and beckoned her inside.

2. What does the word *ornate* mean as it is used in the text?
   a. showy b. flowery c. fussy d. elaborate

3. Which of the following does <u>not</u> contribute to the mood of the story?
   a. a massive clock
   b. a carved eye
   c. a watercolor painting
   d. a gnarled oak tree

4. How might the story change if told from Savannah's mother's point of view?
   a. Her mother might question Savannah's behavior.
   b. Her mother might point out intriguing objects in the antique store.
   c. Her mother might ask Savannah about her interest in the clock.
   d. Her mother might have blamed a car accident on Savannah.

5. What do you think will happen next in the story?

_____

_____

Name_____

The Kraken

The captain breathed a sigh of relief with the dawning of the new day. All through the night, his crew had been pulling out all the stops in a race for survival. Every hand at the oars, the ship had practically flown away from the danger of that *thing*. The captain believed it was an enormous pirate ship, robbing unarmed merchant ships, and then sinking their victims. The crewmen, however, were haunted by stories told in the dark of the night at the taverns in town. The legends claimed a horrific beast roamed the seas, preying on ships, eating them whole in the night. The Kraken! The beast would appear during the worst storms, rising out of the sea, wrapping its tentacles around the ships and crushing them. Rumor had it that the previous night the ship *SeaStar* had been transporting spices from India to England when it hit. First the clouds came, then the rains, then the sleet. The sailor in the crow's nest had spotted it first. A large shape—black against the fog of the night—was gaining on them! The captain, concerned for the welfare of vessel and crew, had ordered the crew to sail northeast toward the coastline away from the storm and the phantom. They had fled in frenzy, fear feeding their speed toward the sunrise. The captain looked to the dawn again. Whether it was a pirate ship as he suspected or a large sea monster, it didn't matter. What mattered was that it never showed itself in the daytime. Now that the sun was up, the crew gave a resounding cheer. They were safe for the moment.

Text Questions

1. What does it mean to say the captain was concerned for the crew's *welfare*?
   a. He wanted them to stay healthy.
   b. He was concerned about their well-being and safety.
   c. He worked for the government to provide aid.
   d. He worked hard to provide benefits for the crew.

2. Based on what you read, which was <u>not</u> a possibility for the identity of the mysterious thing?
   a. a pirate ship
   b. a horrific beast
   c. an unidentified island
   d. a violent storm

3. Which evidence best supports the theory that the mysterious thing was a storm?
   a. The clouds, rain, and sleet came.
   b. It robbed their ship of its cargo.
   c. It had been eaten during the night.
   d. It disappeared during the daytime.

4. How do members of the crew react to the threat?
   a. They determine to fight the beast head-on.
   b. They flee in fear and cheer when the threat disappears with the dawn.
   c. They hide from the pirates to escape capture.
   d. They man the lifeboats to escape potential disaster.

5. Why do you think the mysterious thing disappears in the daytime?

_____

_____

_____

Name_____

The Old Woman and the Doctor

An old woman became almost totally blind from a disease of the eyes. After consulting a doctor, she made an agreement with him in the presence of witnesses that she would pay him a high fee if he cured her. However, if he failed, he would receive nothing. The doctor prescribed a course of treatment and visited her on a regular basis to apply ointment to her eyes. With each visit, he took away with him some article from the house, until at last, when he visited her for the last time and the cure was complete, there was nothing left. When the old woman saw that the house was empty, she refused to pay him his fee. After repeated refusals on her part, he sued her before the magistrates for payment of her debt. On being brought into court, she was ready with her defense. "The claimant," she said, "has stated the facts about our agreement correctly. I promised to pay him a fee if he cured me, and he, on his part, promised to charge nothing if he failed. Now, he says I am cured; but I say that I am blinder than ever, and I can prove what I say. When my eyes were bad, I could see well enough to know that my house contained a certain amount of furniture and other things. But now, when according to him I am cured, I am entirely unable to see anything there at all."

Text Questions

1. Why did the woman refuse to pay the doctor?
   a. She claimed he charged her nothing.
   b. She claimed he had received his payment.
   c. She claimed he did not cure her.
   d. She claimed he stated the agreement incorrectly.
2. What role does the magistrate play in this story?
   a. He will determine the best way to fix the woman's eyes.
   b. He will perform a marriage ceremony.
   c. He will judge if a crime has been committed.
   d. He will determine if payment is due.
3. What does the word *prescribed* mean as it is used in the text?
   a. wrote down ahead of time
   b. wrote directions
   c. advised a medical treatment
   d. imposed rules
4. What is the moral of the story?
   a. Through evildoing, one loses any reward for the good he has done.
   b. We would often be sorry if our wishes were gratified.
   c. Wealth unused might as well not exist.
   d. Things are not always as they seem.
5. How would you rule if you were the magistrate? Give reasons to support your answer.

_____

_____

_____

_____

MATH

Counting U.S. Coins (A)

What is the value of each set of coins?

1.

$ _____

2.

$ _____

3.

$ _____

4.

$ _____

5.

$ _____

6.

$ _____

United States coin images from the United States Mint

Adding and Subtracting Money (A)

Calculate each sum or difference.

1. $70.34 + $56.58	2. $49.09 + $61.34	3. $67.01 + $27.26	4. $88.22 - $49.98
5. $95.66 - $10.56	6. $92.67 + $4.99	7. $16.93 + $71.97	8. $65.14 + $45.95
9. $67.15 - $42.78	10. $31.23 + $86.51	11. $37.95 + $29.13	12. $24.87 - $12.88
13. $53.95 + $70.46	14. $178.56 - $94.81	15. $108.84 - $94.88	16. $54.64 + $63.10
17. $98.86 + $17.33 + $78.93	18. $74.04 + $58.64 + $32.07	19. $57.04 + $12.11 + $1.82	20. $180.47 - $20.07 - $66.21

Subtracting Money (A)

Subtract each set of money amounts.

$135.03 – $83.95	$101.12 – $28.73	$161.98 – $95.97	$133.41 – $90.37	$93.94 – $41.34
$59.86 – $26.58	$107.73 – $11.79	$120.17 – $81.64	$91.80 – $65.90	$68.63 – $25.81
$86.62 – $35.82	$58.92 – $30.56	$122.79 – $69.76	$123.57 – $46.38	$39.88 – $15.45
$171.36 – $79.52	$85.34 – $69.66	$123.92 – $65.31	$82.08 – $11.01	$119.59 – $28.39
$160.15 – $99.63	$146.06 – $52.84	$123.33 – $86.24	$190.78 – $93.84	$127.81 – $71.89
$97.06 – $42.12 – $37.61	$120.70 – $47.58 – $32.39	$116.07 – $17.01 – $47.99	$205.48 – $71.45 – $99.55	$102.41 – $34.50 – $30.17
$191.89 – $87.80 – $47.65	$136.33 – $32.51 – $27.46	$216.84 – $99.81 – $91.02	$231.37 – $74.94 – $69.57	$101.82 – $19.52 – $36.61

Multiplying Money (A)

Calculate each product.

1. $8.00 × 73	2. $8.50 × 73	3. $4.50 × 61	4. $2.00 × 75
5. $5.50 × 91	6. $5.00 × 57	7. $5.50 × 52	8. $4.00 × 53
9. $9.50 × 69	10. $9.00 × 68	11. $6.50 × 34	12. $2.00 × 61
13. $2.50 × 86	14. $7.50 × 27	15. $5.50 × 34	16. $3.00 × 61
17. $3.50 × 40	18. $8.00 × 37	19. $2.50 × 83	20. $6.00 × 27

Multiplying Money (A)

Calculate each product.

1. $\$2.61 \times 2$	2. $\$5.21 \times 5$	3. $\$2.43 \times 3$	4. $\$6.43 \times 2$
5. $\$5.40 \times 7$	6. $\$2.12 \times 8$	7. $\$4.86 \times 3$	8. $\$6.71 \times 3$
9. $\$9.78 \times 7$	10. $\$2.00 \times 5$	11. $\$5.76 \times 8$	12. $\$5.02 \times 6$
13. $\$6.96 \times 6$	14. $\$6.05 \times 2$	15. $\$9.28 \times 7$	16. $\$6.89 \times 9$
17. $\$5.90 \times 9$	18. $\$2.44 \times 7$	19. $\$6.87 \times 7$	20. $\$4.35 \times 8$

Dividing Money (A)

Calculate each quotient.

1. $42 \overline{)\ \$2793.00}$

2. $62 \overline{)\ \$2635.00}$

3. $87 \overline{)\ \$4067.25}$

4. $63 \overline{)\ \$4378.50}$

5. $60 \overline{)\ \$3750.00}$

6. $54 \overline{)\ \$5049.00}$

7. $77 \overline{)\ \$4350.50}$

8. $55 \overline{)\ \$3341.25}$

9. $21 \overline{)\ \$850.50}$

10. If 68 identical lanterns cost \$1683.00, how much did each lantern cost?

Rounding to the Nearest 1 Dollar (A)

Name: _____ Date: _____

Round each dollar amount to the nearest 1 dollar.
The ≈ sign means approximately equal to.

1. $3.46 ≈
2. $73.63 ≈
3. $12.66 ≈
4. $86.40 ≈
5. $61.46 ≈
6. $24.83 ≈
7. $27.30 ≈
8. $78.43 ≈
9. $5.34 ≈
10. $90.99 ≈
11. $29.31 ≈
12. $80.67 ≈
13. $5.40 ≈
14. $44.12 ≈
15. $16.23 ≈
16. $28.17 ≈
17. $33.30 ≈
18. $62.89 ≈
19. $77.03 ≈
20. $3.88 ≈

Making Change (A)

Calculate how much change is required for each transaction.

	Cost of Items	Amount Paid	Change Required
1.	$5.66	 $50.00	
2.	$19.72	 $50.00	
3.	$11.45	 $50.00	
4.	$45.84	 $50.00	
5.	$30.50	 $50.00	

Making Change (A)

Calculate how much change is required for each transaction.

	Cost of Items	Amount Paid	Change Required
1.	$31.28	 $100.00	
2.	$54.52	 $100.00	
3.	$65.26	 $100.00	
4.	$95.37	 $100.00	
5.	$23.23	 $100.00	

Making Change (A)

Calculate how much change is required for each transaction.

	Cost of Items	Amount Paid	Change Required
1.	$0.39	 $1.00	
2.	$17.61	 $20.00	
3.	$0.74	 $10.00	
4.	$4.27	 $5.00	
5.	$1.05	 $10.00	

Making Change (A)

Calculate how much change is required for each transaction.

	Cost of Items	Amount Paid	Change Required
1.	$0.91	 $1.00	
2.	$0.26	 $1.00	
3.	$0.48	 $1.00	
4.	$0.73	 $1.00	
5.	$0.82	 $1.00	

SCIENCE

STATES OF MATTER WORKSHEET

NAME: _____

Vocabulary			
Contracts	Kinetic molecular theory	Move around quickly	State of matter
Expands	Mass	Slide past each other	Vibrate
Faster	Matter	Slower	Volume

Use your notes from pages – 2 and the terms in the vocabulary box to fill in the blanks for the following nine questions. You will not need to use every term.

1) _____ is the amount of matter that makes up something.

2) _____ is the amount of space that a material takes up.

3) Anything that has mass and volume is called _____.

4) When you add energy to matter, the particles move _____ and the matter _____.

5) Particles in a solid are packed so close together they can only _____.

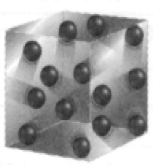
6) Particles in a liquid can _____.

7) Particles in a gas can _____.

8) When you remove energy from particles they move _____ and the matter _____.

9) The _____ explains how particles act when their spacing and movement change.

10) Match each **Term** on the left with the best **Descriptor** on the right. Each **Descriptor** may be used only once

Term		**Descriptor**					
	Mass	A.	Anything that has mass and volume				
	Solid	B.	Amount of space an object takes up				
	Gas	C.	Amount of matter in an object				
	Matter	D.		E.		F.	
	Liquid						
	Volume						

11) Complete the following table to describe three states of matter. The table has been partially completed to help you.

	Solid	**Liquid**	**Gas**
Shape		Not fixed; takes the shape of the container	
Volume	Fixed volume		
Spaces between particles			
Movement of particles			Can move freely and quickly in all directions in the container

12) Use your knowledge of the kinetic molecular theory to explain the following statements:

(a) Solids have a definite shape because _____

_____

_____

(b) Liquids and gases flow because _____

_____

_____

(c) Ice cubes form in the freezer because _____

_____

_____

(d) Ice cream melts quickly on a hot day because _____

_____

_____

(e) Gases do not have a definite shape because _____

_____

_____

Name _____ Date _____

Balanced and Unbalanced Forces

By Cindy Grigg

A **force** is a push or a pull on an object. Forces are at work all around you all the time. More than one force can-and usually does- act on an object at the same time. Sometimes two forces act in the same direction. An example is when two people work together to push a heavy object. Sometimes the forces act in different directions.

Imagine a tug-of-war between you and one friend. If you are stronger, you apply more force to the rope. You pull your friend across the line, and you are the winner! If your friend is stronger, he might pull you across the line. Sometimes the forces are equal. Neither you nor your friend moves across the line. The two forces are balanced.

We say that the **net force** on an object is the combination of all the forces acting on it. To find the net force of forces that are acting in the same direction, add them together. For example, if you pull on a box with a force of 25 newtons (N) while your friend pushes the box (in the same direction you are pulling) with a force of 30 N, the net force applied to the box in that direction is 55 newtons.

To find the net force of forces that are acting in opposite directions, subtract the smaller force from the larger one. If you are pulling on a tug-of-war rope with a force of 40 N, and your friend is pulling with a force of 35 N in the opposite direction, the net force on the rope is 5 newtons in your direction. You win!

When the net force on an object is zero, the two forces are balanced. **Balanced forces** don't cause any change in the motion of an object. Balanced forces are equal and in opposite directions. If the object is not moving and two forces are applied to it that equal zero when combined, then the object will not move. If the object is already moving and two balanced forces are applied to it, the object will continue moving at the same speed and in the same direction that it was before the forces were applied.

That doesn't mean that balanced forces have no effect on an object, however. Think about what would happen to an empty soda can if you pushed against it in one direction, and a friend pushed against it in the opposite direction with an equal amount of force. If the amount of force was equal, the can wouldn't move. But the two opposing forces would probably crush the can.

When the net force on an object is greater than zero, the forces are unbalanced. **Unbalanced forces** cause the object to move. An object that is not already moving will begin to move in the direction of the larger force. An object that is already moving will change its speed and/or its direction.

Remember that two forces applied to an object in the same direction will combine by adding the two together. Two forces applied to an object in opposite directions will be subtracted. The net force is the combination of the two forces, whether by addition or subtraction. If the net force is zero, no change will happen to the object's motion. If the forces are unbalanced, meaning there is some amount of net force, then the object will move in the direction of the force.

Name _____ Date _____

Balanced and Unbalanced Forces

Questions

1. What is a force?

_____

_____

_____ 2. A combination of all the forces acting on an object is called:

A. balanced force
B. net force
C. unbalanced force
D. gross force

_____ 3. To find the net force on an object:

A. divide the larger force by the smaller one
B. multiply the forces together
C. combine the amounts of the forces acting on the object
D. always subtract the amounts of the forces

_____ 4. When the net force on an object is zero, we say that the two forces are:

A. unbalanced
B. balanced
C. cancelled out
D. gross

_____ 5. When the net force on an object is zero, the object's motion will:

A. change
B. stop
C. not change

_____ 6. When forces are balanced, they:

A. have no effect on the object
B. don't cause any change in the motion of an object
C. might crush the object
D. both b and c are correct

_____ 7. If you are pushing a box toward your friend with a force of 20 N, and your friend is pushing the box toward you with a force of 30 N, what will happen to the box?

A. The box will move toward you with a force of 10 N.
B. The box will move toward you with a force of 50 N.
C. The box will move toward your friend with a force of 10 N.
D. The box will move toward your friend with a force of 50 N.

Name _____ Date _____

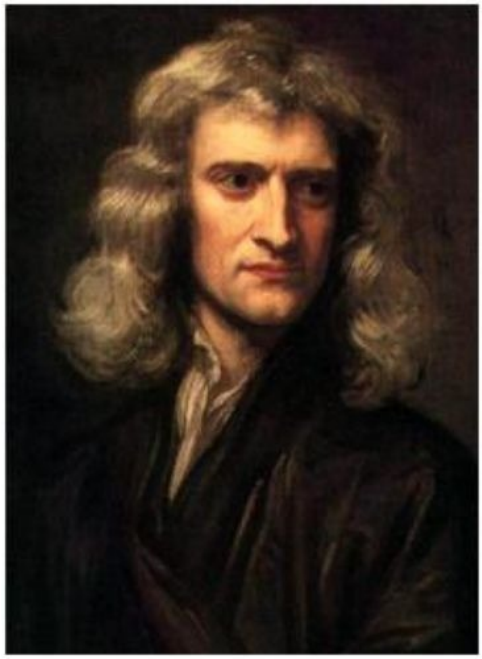
_____ 8. If you are pulling on a box with a force of 30 N, and your friend is pushing the box in the same direction with a force of 30 N, what will happen to the box?

A. The box will move in the direction of your friend's push with a force of 30 N.
B. The box will not move because the forces are balanced.
C. The box will move in the direction of the push and pull with a force of 60 N.
D. The box will move in the direction of your pull with a force of 30 N.

Describe a situation where two unbalanced forces are acting on a box. Be sure to tell the amount of each force and what will happen to the box.

Famous Scientists - Sir Isaac Newton

by ReadWorks



Gravity is the force that pulls objects towards the earth. There is a story that Sir Isaac Newton discovered gravity one day when he was sitting under a tree. An apple fell from the tree and hit Newton on the head. He realized gravity was the force that kept us on the ground. He also discovered it kept the moon close to the earth. The story of the apple is probably not true. However, it is a good example of how gravity affects things.

Newton was a genius. Unfortunately, people of his time were not ready for his ideas. They were critical of his discoveries. Newton was afraid to publish his findings. They sat on his shelf for over twenty years. Finally, in 1687, his first book was published. Today, it is considered one of the greatest works in the history of science.

Name: _____ **Date:** _____

1. The story of the falling apple describes how Newton might have discovered

A. the moon.

B. apples.

C. gravity.

D. the earth.

2. Why does the author mention the story of the apple?

A. to show how silly old stories are

B. it describes Newton's famous discovery

C. it is the only thing Newton ever published

D. without it, we wouldn't understand gravity

3. Based on the passage, it is likely that Newton's ideas

A. were very popular while he was alive

B. are believed more today than when he was alive

C. have been proven wrong by today's scientists

D. are all made up stories

4. Read the following sentences: "An apple fell from the tree and hit Newton on the head. He realized gravity was the force that kept us on the ground."

The word **realized** means

A. became bruised

B. listened carefully to something

C. completely forgot something

D. started to think something is true

5. This passage is mainly about

A. how different scientists think of gravity.

B. Sir Isaac Newton and his discovery of gravity.

C. myths that people tell about scientific discoveries.

D. Sir Isaac Newton's fame and riches during his life.

6. Based on information in the passage, describe two things that gravity does.

7. Based on the passage, why is Newton's work considered some of the greatest work in the history of science even though people of his time had problems with his ideas?

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

People of the time were critical of his discoveries, _____ Newton was afraid to publish his findings.

A. despite
B. therefore
C. because
D. even though

Name: _____ **Date:** _____

1. What is a meaning of the word **critical**?

A. marked by a tendency to find and call attention to errors and flaws

B. covering three eighths to four eighths of the sky

C. capable of operating without external control or intervention

2. What is another meaning of the word **critical**?

A. out of control

B. urgently needed

C. of unknown origin

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. They know how to offer _____ treatment to patients.

A. criticisms

B. criticized

C. critic

D. criticism

E. critics

F. critically

G. critical

4. Whether _____ like it or not, ecotourism is growing.

A. criticisms

B. criticized

C. critic

D. criticism

E. critics

F. critically

G. critical

5. It's important to listen to _____.

A. criticisms
B. criticized
C. critic
D. criticism
E. critics
F. critically
G. critical

6. We've been _____ for rotating teachers too often.

A. criticisms
B. criticized
C. critic
D. criticism
E. critics
F. critically
G. critical

7. I'll be the best _____ I can.

A. criticisms
B. criticized
C. critic
D. criticism
E. critics
F. critically
G. critical

8. Many become _____ ill and must be admitted to hospitals.

A. criticisms
B. criticized
C. critic
D. criticism
E. critics
F. critically
G. critical

9. These _____ are aimed at common mistakes in parenting.

A. criticisms
B. criticized
C. critic
D. criticism
E. critics
F. critically
G. critical

10. Please write your own sentence using the word **critical**.

_____

_____

_____

11. What would you like to remember about the meaning of the word **critical** so that you can use it when you write or speak?

Name: _____ **Date:** _____

1. What is a meaning of the word **discover**?

A. to incline or bend from a vertical position

B. to find or learn something for the first time

C. get lost

2. What is another meaning of the word **discover**?

A. have an end

B. pick out, select, or choose

C. get to know or become aware of

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. Her first big accomplishment came when she _____ a comet.

A. discovered

B. discovers

C. discovery

D. discoveries

E. discover

F. discovering

4. She would go on to _____ 7 more.

A. discovered

B. discovers

C. discovery

D. discoveries

E. discover

F. discovering

5. It often takes many scientists working together to make a scientific _____.

A. discovered
B. discovers
C. discovery
D. discoveries
E. discover
F. discovering

6. Staff scientists work in their labs, making new _____ about nature and people.

A. discovered
B. discovers
C. discovery
D. discoveries
E. discover
F. discovering

7. The trio received the prize for _____ how important substances are moved within cells.

A. discovered
B. discovers
C. discovery
D. discoveries
E. discover
F. discovering

8. The boy goes outside and _____ that there are tears running down his cheeks.

A. discovered
B. discovers
C. discovery
D. discoveries
E. discover
F. discovering

9. Please write your own sentence using the word **discover**.

10. What would you like to remember about the meaning of the word **discover** so that you can use it when you write or speak?

Sir Isaac Newton and LeBron James

The English physicist and mathematician Sir Isaac Newton discovered three basic laws of motion. The First Law says that objects at rest and objects in motion will remain at rest or in motion, unless they are acted upon by an "unbalanced force." The Second Law says that when a force acts on a mass, acceleration is produced. The greater an object's mass is, the more force is needed to accelerate it.

But it's Newton's Third Law of Motion that everyone remembers. "For every action," the famous law reads, "there is an equal and opposite reaction." A simpler way of saying this might be: "When you push an object, it pushes back." For every force, in other words, there is a reaction force equal in size.

There are many ways to describe how the Third Law of Motion works in the world of sports. One of the more interesting examples is the way that LeBron James dunks a basketball.

In order for LeBron James to score a slam-dunk, he must exert a certain amount of force against the surface of the basketball court. LeBron James is a big man. He is 6 feet, 8 inches tall. He weighs 245 pounds. When he is standing upright, with his arms raised above his head, his reach extends to 8 feet and 10 ¼ inches.

The rim of the basketball hoop is exactly 10 feet high. For LeBron James to slam the ball, he must propel himself high enough that he can force the basketball, which is approximately 9.39 inches in diameter, into the hoop. This requires that he reach well above the height of the rim,

which he does fairly often. In photographs and slow-motion replays of LeBron James dunking the basketball, his elbow is often equal to the height of the rim!

LeBron James may be tall, strong and fast. He may be extremely mobile and flexible. But it is no easy feat to dunk a basketball, especially when you weigh 245 pounds. His vertical leap—that is, the maximum height he can reach when he jumps—is around 44 inches. The average vertical leap in the National Basketball Association, or NBA, is about 27 inches. That means that LeBron James, despite his large size, can jump more than 10 inches higher than most players in the NBA! This is a serious benefit in basketball, a game of inches in which how high someone can jump often means the difference between scoring and missing the shot.

Why can LeBron James jump higher than other basketball players? The answer has to do with Newton's Third Law of Motion. When LeBron James jumps, he is driving force into the court. That force is created by the energy stored inside his muscles. And how high he jumps depends not just on how much energy he forces into the surface of the court, but also on how well he does it.

When LeBron James jumps, he is not unlike a rocket launching off the ground. The rocket uses its engines to push down on the surface of the Earth. This is the "action" that Newton mentions in his Third Law. The "reaction" comes when the ground pushes the rocket upwards using an equal amount of force.

It may seem strange to think of the ground exerting force on an object, especially a basketball player or a rocket ship. But this is what Sir Isaac Newton understood way back in 1687, when he published his most famous book, *Mathematical Principles of Natural Philosophy*.

Newton would have been fascinated by LeBron James's jumping ability. But he would also have understood that it is not simply the strength of James's legs that enables him to jump so high. The stability of his body, located in his core and his torso, also contributes to the energy that he forces into the ground. The energy and strength of LeBron James's *entire body* is what enables him to reach such fantastic heights.

Watching LeBron James dunk on television often causes people to think he is denying the forces of gravity, which seeks to pull us and other objects to the ground. In reality, no one can deny such forces. LeBron James just happens to be so strong and agile that, when he jumps into the air, he *appears* to be denying the force of gravity. He seems almost capable of flying.

Naturally, smaller basketball players require less force to dunk a basketball. Since they are lighter, they don't have to combat the same gravitational pull. On the other hand, the fact that they are lighter means they do not have as much mass to store energy. The more muscles you have, the more energy you can force into the ground, and the higher you can go.

This is why professional basketball players appear to have no fat on their bodies at all. Fat does not store energy as effectively as muscle, but it still contributes to one's body weight. Fat on a basketball player is equal to wearing lead weights around their hips during a game. Obviously, this would hinder a player's performance, especially his ability to dunk.

Physicists have spent time thinking about the physics of dunking. To remain in the air for one second, they say, one would have to have a vertical leap of 4 feet. Which is higher than pretty much any basketball player of all time. One exception is Michael Jordan, who is believed to have the highest vertical leap—48 inches, or 4 feet—of any professional basketball player. Michael Jordan was just 6 feet, 6 inches tall—average for an NBA player—but his vertical leap placed his head about 6 inches above the rim.

That the best basketball player in history also has the highest vertical leap is no coincidence. Michael Jordan's body was strong, stable and proportioned in such a way that the force he pushed onto the ground placed him above the rest. He was one of the best overall athletes in the game, and his slam-dunking ability was an indication of his prowess.

Still, Michael Jordan often tucked his legs beneath him when he jumped, to make it seem as if he was flying through the air. Even athletes with 48-inch vertical leaps, in other words, wish they could jump even higher.

Name: _____ Date: _____

1. What is Sir Isaac Newton's Third Law of Motion?

A Objects at rest and objects in motion will remain at rest or in motion, unless they are acted upon by an unbalanced force.
B For every action there is an equal and opposite reaction.
C When a force acts on a mass, acceleration is produced.
D When a force acts on a mass, the mass increases.

2. What does the author describe in the passage?

A Sir Isaac Newton's most famous book, *Mathematical Principles of Natural Philosophy*
B how LeBron James developed his basketball dunking skills
C how Sir Isaac Newton came up with the three basic laws of motion
D how the way that LeBron James dunks a basketball illustrates Newton's Third Law of Motion

3. Read the following sentences from the passage: "When LeBron James jumps, he is not unlike a rocket launching off the ground. The rocket uses its engines to push down on the surface of the Earth. This is the 'action' that Newton mentions in his Third Law."

Based on this information, LeBron James jumping and the rocket using its engine to push down on the surface of the Earth are examples of which part of Newton's Third Law?

A both the action and the equal and opposite reaction
B the equal and opposite reaction of an action
C the action which causes an equal and opposite reaction
D neither the action nor the equal and opposite reaction

4. The force created when the court pushes LeBron James upwards is equal to which force?

A the force LeBron James used to dunk the ball
B the force LeBron James drives into the court when he jumps
C the force LeBron James uses to throw the ball
D the force LeBron James drives into the court when he lands after jumping

5. What is the main idea of this passage?

A LeBron James and Michael Jordan are two of the best players in the history of professional basketball.
B Basketball players must have high vertical leaps in order to dunk basketballs.
C Newton's Third Law of Motion is related to the First and Second Laws of Motion.
D Newton's Third Law of Motion can be examined using the examples of basketball players jumping and rockets launching.

6. Read the following paragraph from the passage:

"LeBron James is a big man. He is 6 feet, 8 inches tall. He weighs 245 pounds. When he is standing upright, with his arms raised above his head, his reach extends to 8 feet and 10¼ inches."

How can the tone of the author best be described in this paragraph?

A humorous
B angry
C disinterested
D factual

7. Choose the answer that best completes the sentence below.

_____ LeBron James has an impressive vertical leap of 44 inches, Michael Jordan holds the record with a vertical leap of 48 inches.

A In contrast
B For example
C Although
D Initially

8. Describe how a rocket launches off the ground by using information from the passage.

_____

_____

_____

_____

9. When LeBron James jumps, he is driving force into the court. How is this force created?

10. How does the example of LeBron James jumping to dunk a basketball illustrate Newton's Third Law of Motion? Use information from the passage to support your answer.

The Eight Planets of our Solar System

Name: Mercury	**Distance to sun:** about 58 million km
Moons: none	**Diameter:** 4,879 km at the equator

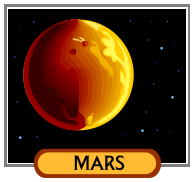
- ***Mercury*** *is the planet in our solar system that is closest to our sun. Named after the Roman god Mercury who was the messenger to the gods, it is the smallest planet, and is very difficult to see because it is so close to the sun.*

Name: Venus	**Distance to sun:** about 108 million km
Moons: none	**Diameter:** 12,100 km at the equator

- ***Venus*** *is sometimes called our "sister planet" because it is nearly the same size as Earth, and it is closest to us. Second from the sun, it is named after the Roman goddess of love. It often appears very bright in the early morning sky.*

Name: Earth	**Distance to sun:** about 150 million km
Moons: one	**Diameter:** 12,756 km at the equator

- ***Earth*** *is the only planet that we know of, so far, that has life. It also has the solar system's largest moon. Three quarters of the planet is covered by oceans. Over 7 billion people live on Earth in about 200 countries.*



Name: Mars	**Distance to sun:** about 228 million km
Moons: two	**Diameter:** 6,792 km at the equator

- ***Mars*** *is smaller than both Venus and Earth, but has the solar system's largest volcano. Named after the Roman god of war (because of its blood-red color), many scientists believe that humans will travel to Mars this century.*

Name: Jupiter	**Distance to sun:** about 778 million km
Moons: 60 - 70	**Diameter:** 142,984 km at the equator

- ***Jupiter*** *is the largest planet in our solar system, and the third brightest object in the night sky. Named after the king of the Roman gods in mythology, Jupiter (along with Saturn, Uranus, and Neptune) is known as a "gas giant".*

Name: Saturn	**Distance to sun:** about 1.4 billion km
Moons: 60 - 70	**Diameter:** 120,536 km at the equator

- ***Saturn****, the sixth planet from the sun, and the second largest planet, is special because of rings (some other planets have them, but Saturn's are largest). It is named after the Roman god of agriculture (as is 'Saturday').*

Name: Uranus	**Distance to sun:** about 2.88 billion km
Moons: 27 (maybe more)	**Diameter:** 51,118 km at the equator

- ***Uranus*** *was only 'recently' discovered by Englishman William Herschel in 1781. The planet was first named after King George III of England, but the name was later changed to 'Uranus' (after the Greek god of the sky).*

Name: Neptune	**Distance to sun:** about 4.5 billion km
Moons: 13 (maybe more)	**Diameter:** 49,528 km at the equator

- ***Neptune*** *is the furthest planet from the sun (although small 'dwarf planets' such as Pluto are even more distant). Discovered by French and English astronomers in 1846, it is named after the Greek god of the sea.*

NAME: _____ DATE: _____

Reading: Space

'The Eight Planets of our Solar System'

- **VOCABULARY: Match the words with their meanings.**

1. solar system	B	**A.**	how far away something is from another thing
2. distance	_____	**B.**	the sun and all its planets
3. diameter	_____	**C.**	1,000,000,000
4. billion	_____	**D.**	how far from one side to the other

- **COMPREHENSION #1: Write 'T' (True) or 'F' (False) next to each statement.**

1. F Earth is our solar system's largest planet.

2. _____ Uranus is larger than Neptune.

3. _____ Jupiter is the third planet from the sun.

4. _____ Mercury has two moons.

5. _____ Saturn is the only planet that has rings.

6. _____ Earth is mostly covered by water.

7. _____ Neptune was discovered by French and German astronomers in 1846.

- **COMPREHENSION #2: Answer the questions below.**

1. How many planets don't have a moon? _____

2. Which day of the week is named after a planet? _____

3. Which planet is not named after a Roman or Greek god? _____

4. What is an example of a 'dwarf planet'? _____

5. Which planet has the largest moon? _____

6. Which planet is the smallest? _____

7. Which planet was first named after a person? _____

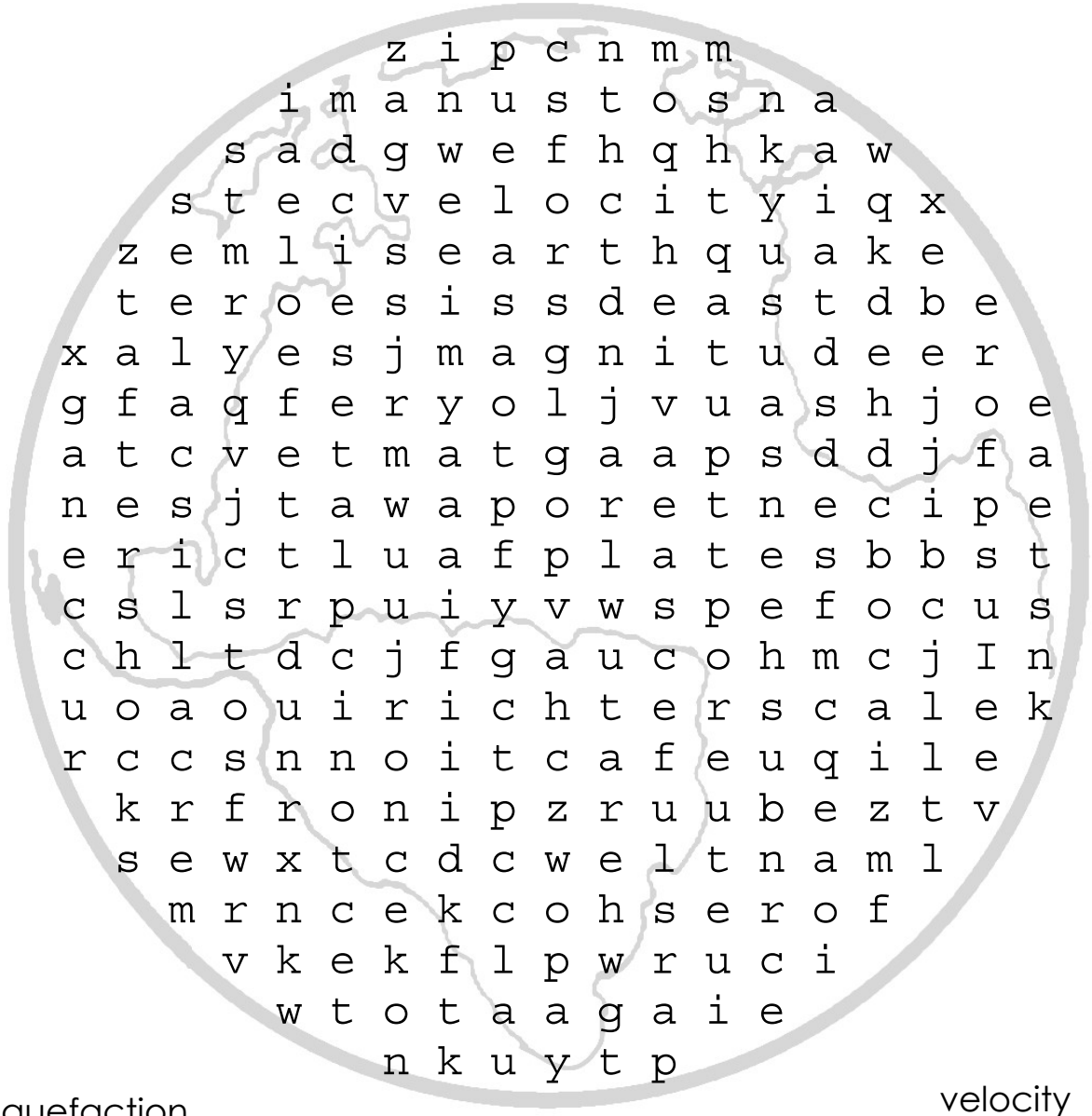
- **DISCUSS: Now ask your classmates these questions …**

Imagine you discovered a new planet. What name would you give it? Why?

Name _____

Earthquake Word Search Puzzle

Find and circle the earthquake related words in the puzzle. Words can be forward, backward, diagonal, vertical, or horizontal.



```
          z i p c n m m
        i m a n u s t o s n a
      s a d g w e f h q h k a w
    s t e c v e l o c i t y i q x
  z e m l i s e a r t h q u a k e
  t e r o e s i s s d e a s t d b e
x a l y e s j m a g n i t u d e e r
g f a q f e r y o l j v u a s h j o e
a t c v e t m a t g a a p s d d j f a
n e s j t a w a p o r e t n e c i p e
e r i c t l u a f p l a t e s b b s t
c s l s r p u i y v w s p e f o c u s
c h l t d c j f g a u c o h m c j I n
u o a o u i r i c h t e r s c a l e k
r c c s n n o i t c a f e u q i l e
  k r f r o n i p z r u u b e z t v
  s e w x t c d c w e l t n a m l
    m r n c e k c o h s e r o f
      v k e k f l p w r u c i
        w t o t a a g a i e
          n k u y t p
```

liquefaction
aftershock
epicenter
earthquake
foreshock
moho
focus

Mercalli scale
Richter scale
tectonic plates

velocity
seismograph
magnitude
fault
tsunami
energy
mantle

Inside and Outside Carlsbad Caverns

by ReadWorks

Imagine watching hundreds of thousands of bats swirl around you, swarming to form a large, black mass that flies off into the horizon. At Carlsbad Caverns in New Mexico, this scene is a regular occurrence. The caverns, located in a United States National Park, are home to around 400,000 Mexican free-tailed bats that fly out into the night sky each evening at dusk to feed on nearby moths and insects, returning at dawn to their caves. The spectacle draws crowds from around the world into the Chihuahuan Desert, where the park is located. One such visitor was Laurel Mathews, who once visited the caves with her family on a road trip.

"At the entrance to one of the caves, there's stadium seating for visitors to watch the bats," she remembers. "We waited a long time to see them. Finally, they started circling out of the cave and they flew off-out came more and more and more, all of them flying in loops and then out into the sky. It was amazing that there were so many!"

Laurel also remembers the sound the bats made, describing the high, screeching noise. "It was really creepy, but also really cool," she says.

Laurel recalls her family's arrival at the Carlsbad Caverns National Park. "It didn't look very

spectacular when we first drove in," she admits. "But then we started exploring the big network of underground caves."

The formation of the caves is a result of a fossilized reef that existed 250 to 280 million years ago in an inland sea that has long since disappeared. Since limestone is typically made up of fragments of coral, a large limestone deposit eventually formed in the area. Today, you can still find several fossilized plants and animals in the caves' limestone that date back to a time before dinosaurs walked the earth. Starting sometime between four and six million years ago, water from the earth's surface began moving through the cracks in the stone deposit. There is a type of acid in surface water. When this water combined with rainwater, the two mixed to form another type of acid as a result of their chemical compositions. This acid slowly dissolved the limestone to eventually form the winding caves that exist today in Carlsbad Caverns. This is a very common process that happens to limestone-many caves all around the world exist in limestone deposits due to the stone's solubility (the ability of a substance to be dissolved) in a mixture of water and acid.

Eventually, speleothems-formations that arise from mineral deposits in caves-began to take shape in the lower levels of the caverns. In fact, these speleothems existed during the last ice age, when instead of a desert, a pine forest sat above the caves. Over the years, park employees and rangers have found clues that hint at the caves' history. For example, according to the National Park Service, people have found some bones of ancient ice age animals scattered around the entrance to some of the caves. In 2003, an employee found a part of a stone scraper dating back to the last ice age near a cave entrance as well. Clearly, the caves have a long history-researchers have discovered that American Indians first inhabited the area sometime between 12,000 and 14,000 years ago. Ever since then, the caves have been explored by several groups, including Spanish explorers in the 1500s, and later by American explorers and guides who drew attention from all across the country to the natural phenomenon.

Laurel remembers this phenomenon very well. "It took us between one and two hours to get all the way to the bottom," she says, recounting the windy pathway leading deeper and deeper into the heart of the caves. "The park had put in blue and red lights to highlight the beautiful rock formations."

Once they reached the bottom, Laurel says that she had to take an elevator to get back to the top. "My ears popped so much in the elevator!" she remembers. "It took a really long time to reach the top; I didn't realize how far down we were until we were on our way back up."

Name: _____ **Date:** _____

1. According to the passage, what currently lives in the caves at Carlsbad Cavern National?

A. Native Americans

B. bats

C. bears

D. explorers

2. What does the author describe at the beginning of the passage?

A. how speleothems are formed

B. the formation of limestone caves

C. fossils found in Carlsbad Cavern

D. watching bats at Carlsbad Cavern

3. Limestone deposits can help researchers learn about what the area was like thousands of years ago. What evidence from the passage best supports this conclusion?

A. Limestone can contain fossilized plants and animals.

B. Acid can slowly dissolve limestone to form winding caves.

C. Limestone is typically made up of coral fragments.

D. Many caves around the world exist in limestone deposits.

4. "At the entrance to the cave, there's stadium seating for visitors to watch the bats." Based on this information, what can you conclude about the popularity of the bats at Carlsbad Cavern?

A. The bats are not a popular attraction at Carlsbad Cavern.

B. People go to Carlsbad Cavern to see the caves, not the bats.

C. The bats are a popular attraction at Carlsbad Cavern.

D. Most people who visit Carlsbad Cavern don't know about the bats.

5. What is this passage mostly about?

A. Laurel Mathews' family vacation

B. how bats navigate using sound

C. how speleothems are formed

D. caves at Carlsbad Cavern National Park

6. Read the following sentences: "The caverns, located in a United States National Park, are home to around 400,000 Mexican free-tailed bats that fly out into the night sky each evening at dusk to feed on nearby moths and insects, returning at dawn to their caves. The **spectacle** draws crowds from around the world into the Chihuahuan Desert, where the park is located."

As used in this sentence, what does the word "**spectacle**" mean?

A. a very impressive show

B. something that happens irregularly

C. something that happens at night

D. something that people watch with glasses

7. Choose the answer that best completes the sentence below.

_____, Laurel did not think the Carlsbad Cavern National Park looked very spectacular, but her opinion changed after she explored the caves.

A. For instance

B. Initially

C. Particularly

D. Therefore

8. What are speleothems?

9. Explain how the limestone caves at Carlsbad Cavern were formed.

10. Explain how researchers may learn about the history of the caves at Carlsbad Cavern. Support your answer using information from the passage.

Name: _____ **Date:** _____

1. What is a meaning of the word **formation**?

A. the outer edge of something

B. creation by mental activity

C. an uncle's and aunt's child

2. What is another meaning of the word **formation**?

A. anything that encircles the neck

B. a particular spatial arrangement

C. the operator of a motor vehicle

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. Fog can _____ quickly and go away quickly as well.

A. formation

B. uniform

C. forming

D. formed

E. reforms

F. form

G. forms

4. Ice and snow are two _____ of solid water.

A. formation

B. uniform

C. forming

D. formed

E. reforms

F. form

G. forms

5. The soft juicy part is _____ from another part of the flower.

A. formation
B. uniform
C. forming
D. formed
E. reforms
F. form
G. forms

6. Trickles of water flow downhill, _____ a stream of water.

A. formation
B. uniform
C. forming
D. formed
E. reforms
F. form
G. forms

7. Its purpose was to give soldiers a _____ that was clearly recognizable.

A. formation
B. uniform
C. forming
D. formed
E. reforms
F. form
G. forms

8. The longer the time for soil _____, the more soil there will be.

A. formation
B. uniform
C. forming
D. formed
E. reforms
F. form
G. forms

9. These _____ are still continued today.

A. formation
B. uniform
C. forming
D. formed
E. reforms
F. form
G. forms

10. Please write your own sentence using the word **formation**.

_____

_____

_____

11. What would you like to remember about the meaning of the word **formation** so that you can use it when you write or speak?

Name: _____ **Date:** _____

1. What is a meaning of the word **cavern**?

A. a large cave

B. a red pepper

C. tomato sauce

2. What is another meaning of the word **cavern**?

A. an act of recommending

B. a search for knowledge

C. an underground chamber

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. We can make a _____ in it.

A. cave

B. cavern

C. cavities

D. caved

E. caves

F. caverns

G. cavity

4. _____ with Stone Age art are all over Europe.

A. cave

B. cavern

C. cavities

D. caved

E. caves

F. caverns

G. cavity

5. Woodpeckers build _____ nests by pecking holes in trees.

A. cave
B. cavern
C. cavities
D. caved
E. caves
F. caverns
G. cavity

6. When people do not brush their teeth, that coating can form plaque that causes _____.

A. cave
B. cavern
C. cavities
D. caved
E. caves
F. caverns
G. cavity

7. He did not stay long: the loneliness of the gloomy _____ became frightful to him.

A. cave
B. cavern
C. cavities
D. caved
E. caves
F. caverns
G. cavity

8. She lugged large rocks to the edge, making ledges and little _____ for creatures to live in.

A. cave
B. cavern
C. cavities
D. caved
E. caves
F. caverns
G. cavity

9. Soon the roof _____ in, and the walls fell apart.

A. cave
B. cavern
C. cavities
D. caved
E. caves
F. caverns
G. cavity

10. Please write your own sentence using the word **cavern**.

_____

_____

_____

11. What would you like to remember about the meaning of the word **cavern** so that you can use it when you write or speak?

Name: _____ **Date:** _____

1. What is a meaning of the word **deposit**?

A. a natural accumulation of a mineral

B. your basis for belief or disbelief

C. a heavy, poisonous bad-smelling gas

2. What is another meaning of the word **deposit**?

A. any of numerous relatively small elongated soft-bodied animals

B. sediment or rock that is not native to its present location or is different from the surrounding material

C. a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. On the inside of each curve, the river _____, or drops, some of the material it is carrying.

A. depositors

B. depositing

C. depository

D. depositor

E. deposits

F. deposit

4. Banks keep separate records for each _____.

A. depositors

B. depositing

C. depository

D. depositor

E. deposits

F. deposit

5. This procedure keeps _____' accounts up to date at all times.

A. depositors
B. depositing
C. depository
D. depositor
E. deposits
F. deposit

6. _____ all cash receipts in the bank avoids theft.

A. depositors
B. depositing
C. depository
D. depositor
E. deposits
F. deposit

7. People go to an ATM or a teller to take out or _____ money.

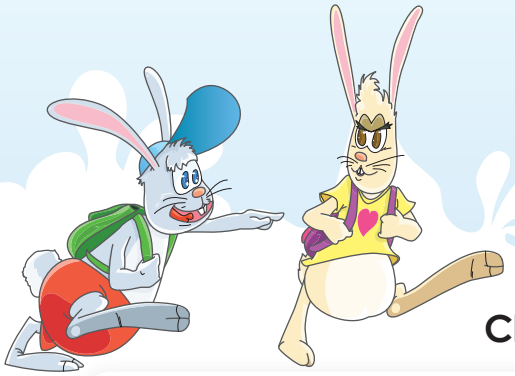
A. depositors
B. depositing
C. depository
D. depositor
E. deposits
F. deposit

8. The two men were supposed to be at work at the Texas School Book _____ building at 8 A.m.

A. depositors
B. depositing
C. depository
D. depositor
E. deposits
F. deposit

9. Please write your own sentence using the word **deposit**.

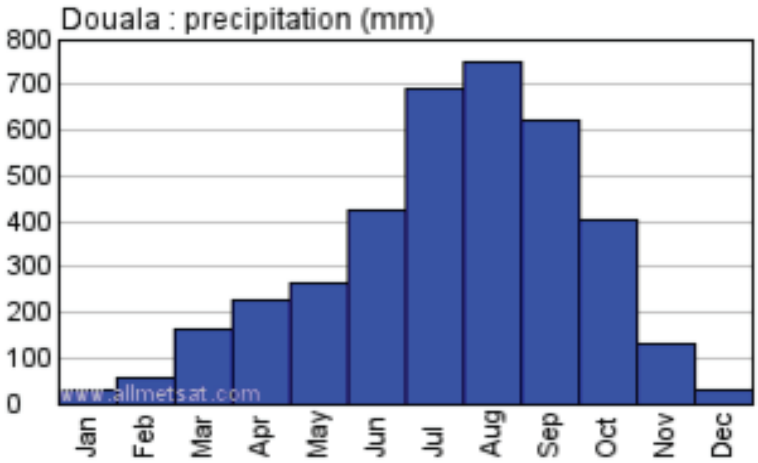
10. What would you like to remember about the meaning of the word **deposit** so that you can use it when you write or speak?



Name:_ _ _ _ _ _ _ _ _ Class: _ _ _ _ _ _ _ _ _ _

Climate data and predictions

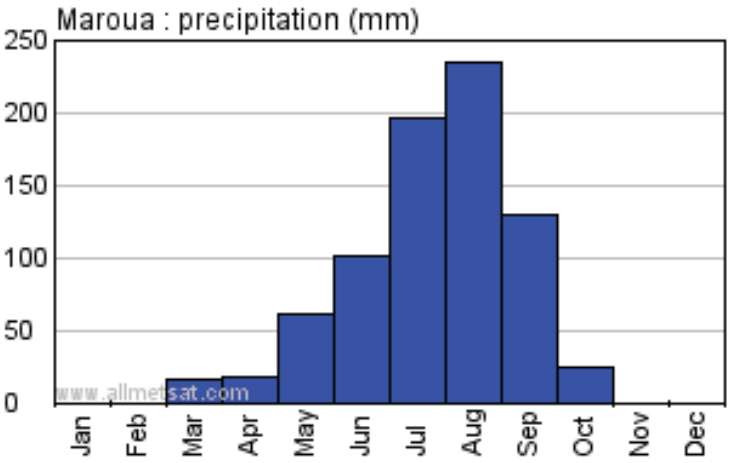
Below is a representation of the average yearly precipitation for Douala (in Cameroon). Study the graph and answer the following questions.



1. What is the average precipitation in January ? _____
2. What is the average precipitation in August ? _____
3. What is the average precipitation in October ? _____
4. Which month has the highest amount of precipitation ? _____
5. Does this graph represent an aspect of weather or of climate ? _____
6. Identify three months that correspond to a relatively dry period in Douala.

_____

6. Judging from the diagram, what is the climate of Douala ? _____

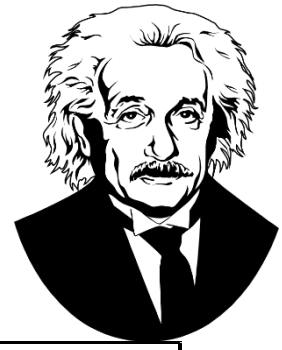


7. The graph above shows the average yearly precipitation in another town (Maroua) in Cameroon. Judging from the diagram, which among the two towns is drier ? _____
8. Which months experience no precipitation in Maroua?

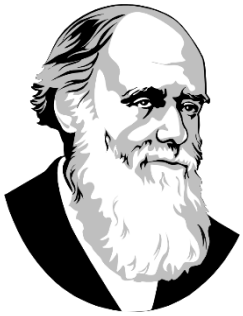
_____

Name: _____

Famous Scientists Word Search



A L E X A N D E R F L E M I N G M
L L O U I S P A S T E U R K I L A
N I R F Q Z C W X L L R F Z B A R
I S G Y S B G Y H G K Z R S T L I
K A T H O M A S E D I S O N O F E
O A I D P J X R K O A K J E E R C
L C O W O A H N P O L G J A D E U
A N T V R M N R A E A B J C W D R
T E A L B E R T E I N S T E I N I
E W Y H M S E X O O T S H B N O E
S T B E E W Y H O R U E O N H B H
L O H P F A P A S L R M M A U E N
A N O R D T O Z S D I Q S H B L M
J M L Q E S U S B X N A O I B L S
N S B H Y O S I L Q G S N R L P X
M D M H E N O B E I M M V N E P J
E R N E S T R U T H E R F O R D G
M B U A U V T C L B W F E H V W P
Q M S T E P H E N H A W K I N G P
N Y V O F N F C W T W L R N F T R
X H V S X R Y F Y A S K X R T H C
C H A R L E S D A R W I N J U Y Q



ALBERT EINSTEIN
JJ THOMSON
ALEXANDER FLEMING
MARIE CURIE
CHARLES DARWIN
EDWIN HUBBLE
STEPHEN HAWKING
ALFRED NOBEL
ALAN TURING
LOUIS PASTEUR
THOMAS EDISON
JAMES WATSON
ISAAC NEWTON
NIKOLA TESLA
ERNEST RUTHERFORD

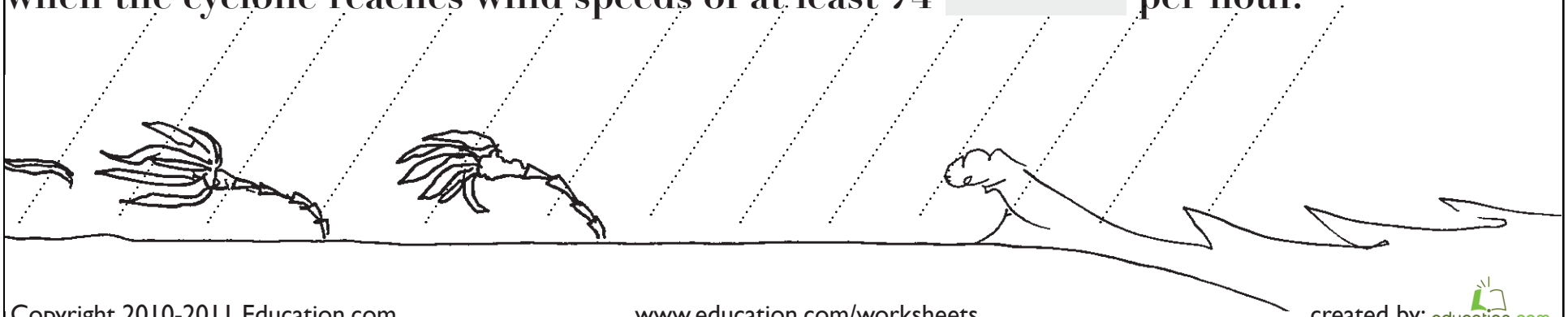
Learn About Hurricanes

Use the word bank to fill the empty spaces in the paragraph.

Word Bank

ISLANDS
HUMID
OCEAN
ENERGY
RAIN
MILES
WINDS
SPIRALS

A hurricane is a huge storm that forms over the open _____. Hurricanes are made up of strong _____ and are usually accompanied by heavy _____. They can create large waves and cause a great amount of damage. Because a hurricane only travels over open ocean waters the places most at risk are _____ and coastal towns. Hurricanes are formed over ocean water that is 80° F or warmer. The warm water provides _____ for the hurricane. Winds come together above the water and force the air upward. _____ air, which is hot and moist, rises from the water to create storm-clouds. Above the storm clouds wind flows outward and allows the air to rise. The wind _____ around and around the storm. This storm becomes a hurricane when the cyclone reaches wind speeds of at least 74 _____ per hour.



Name: _____ Date: _____

Physical Science

D I P T L K N I D I X C V N U Z Y G Y B G E F V
D N H U J E V E V N A P I E G H V R Q E P P S W
Z D C C I Z Z X M L Z N S Z H O O U L T R M Y L
R E K E I Z E O U D S S Q V L E Y E F Q E E Y C
R P B M D F T M J L D M Z U H N U H G S T Z G S
P E F X A A I D Y D E P M T S M X Y T A E E O U
R N L H D T N T C T Z E Z E U A X P G R M E L M
X D V D B I M Y N P I E Z C W T O O R I I O O N
O E Z K N N X E K E R S F G C T A T U S T M N S
C N Z U M U M G V B I Y N Y T E G H Y W N G H X
M T S S R D U Y O O Q C W E A R E E W A E S C H
T V F K N E H O P Z I C S M D L X S G I C E E K
G A R H B V V P P L Q B G O M J A I G H X W T A
V R E B K I O M I L L I M E T E R S M P V S M I
M I A M C R I P F T O C T L C E G J E Y B I G X
B A Q P Q E W D V A R I A B L E M R T W O M W O
L B G K H D A X J C T H Z D G P I E W H M C M L
O L R E D T J I S N P A L Q S M I O B B N V N K
R E F B A G K U Q J A N F X E C K O Z H D Q Q I
T O G K S T A N D A R D K N O S H O L C G M X L
N P O R N U W T W O N E T S S B I A S A Q K B O
O Y A R D E P E N D E N T V A R I A B L E M B M
C H I M A S S T V U N I T T N A T S N O C M M M
L E D O M O K V G N K N Z S A O I Z Z P I Q H P

millimeter centimeter derived unit data unit kilo atom technology society graph volume standard matter mass density variable theory scientific model independent variable hypothesis experiment dependent variable control constant bias

Pluto: The Planet That Wasn't

NASA

Pluto

Poor Pluto!

It's bad enough to be the runt of the group, but to be told after 75 years that you're not even a member of the club - what an insult!

Pluto was first discovered in 1930. Until 2006, students were taught that it was the ninth and smallest planet in the solar system. Smaller than Earth's moon, it is not even as wide as the United States.

Pluto is made up almost entirely of rock and ice. It is so far away from Earth that the NASA New Horizons spacecraft took almost 10 years to get very close to it. Pluto's full orbit around the sun lasts almost 250 Earth years!

But as small as it is, as cold as it is, as far from the sun as it is, for all those years it was considered the ninth planet of the solar system... until Eris came around.

Eris was discovered in 2005. It is about the same size as Pluto. And like Pluto, it is part of the Kuiper Belt, a ring of objects that circle the outer edge of the solar system.

After Eris was discovered, scientists had to make a decision. Either Eris was the 10th planet in the solar system or it was not a planet at all! And if Eris weren't a planet, could Pluto be considered one?

Scientists made new rules for what is counted as a planet, and decided that neither Pluto nor Eris qualified.

A new category was created: dwarf planet. The official list of planets in the solar system went from nine to eight, and Pluto and Eris became members of the dwarf planet club. So long for Planet Pluto-but at least it no longer has to be the littlest guy in the club. In fact, Pluto is one of the bigger dwarf planets! Maybe Pluto doesn't have it so bad after all.

Name: _____ **Date:** _____

1. Pluto used to be considered a planet. Today, what is it considered to be?

A. It is considered to be a dwarf planet.

B. It is considered to be a star.

C. It is considered to be a comet.

D. It is considered to be an asteroid.

2. How does the text describe Pluto?

A. Pluto is made up entirely of ice, and it is bigger than Venus.

B. Pluto is made up entirely of rock and ice, and it is bigger than Earth's moon.

C. Pluto is made up entirely of gas, and it is bigger than Earth's moon.

D. Pluto is made up entirely of rock and ice, and it is smaller than Earth's moon.

3. Read these sentences from the text.

After Eris was discovered, scientists had to make a decision. Either Eris was the 10th planet in the solar system or it was not a planet at all! And if Eris weren't a planet, could Pluto be considered one?

Scientists made new rules for what is counted as a planet, and decided that neither Pluto nor Eris qualified.

Based on this information, what did the discovery of Eris make scientists do?

A. The discovery of Eris made scientists rethink the rules for what is counted as a star.

B. The discovery of Eris made scientists rethink the rules for what is counted as a dwarf planet.

C. The discovery of Eris made scientists rethink the rules for what is counted as a planet.

D. The discovery of Eris made scientists add more planets to the group of planets.

4. After Eris was discovered, scientists had to decide whether to count it as a planet. Why did this make them question whether Pluto should still be counted as a planet?

A. because Pluto and Eris are both space objects

B. because Pluto and Eris were discovered at the same time

C. because Pluto and Eris are very different

D. because Pluto and Eris are very similar

5. What is the main idea of this text?

A. Pluto was no longer considered a planet after the discovery of Eris made scientists come up with new rules for what is counted as a planet.

B. Pluto is so far away from Earth that the NASA New Horizons spacecraft took almost 10 years to get very close to it.

C. Eris is about the same size as Pluto, and like Pluto, it is part of a ring of objects that circle the outer edge of the solar system.

D. Scientists come up with rules for what is counted as a planet and what is not.

6. Read these sentences from the text.

> A new category was created: dwarf planet. The official list of planets in the solar system went from nine to eight, and Pluto and Eris became members of the dwarf planet club. So long for Planet Pluto-but at least it no longer has to be the littlest guy in the club. In fact, Pluto is one of the bigger dwarf planets! Maybe Pluto doesn't have it so bad after all.

What does the author mean by stating, "Maybe Pluto doesn't have it so bad after all"?

A. Even though Pluto is no longer counted as a planet, it is in a new group called dwarf planets.

B. Even though Pluto is no longer counted as a planet, it is one of the bigger dwarf planets.

C. Even though Pluto is no longer counted as a planet, it is still part of the ring of objects that circle the outer edge of the solar system.

D. Even though Pluto is now counted as a dwarf planet, it isn't alone as other space objects are counted as dwarf planets.

7. Choose the answer that best completes the sentence.

After scientists made new rules for what is counted as a planet, Pluto was no longer considered a planet. _____, the official list of planets in the solar system went from nine to eight.

A. Therefore

B. Although

C. On the other hand

D. Especially

8. According to the text, what were students taught about Pluto until 2006?

_____

_____

_____

9. What decisions did scientists have to make after Eris was discovered?

_____

_____

_____

10. Explain what made scientists decide to no longer count Pluto as a planet. Support your answer with evidence from the text.

Solids and Liquids

by Rachelle Kreisman

What do shoes, paper, and cheese all have in common? They are all solids. Solids are things that have a shape of their own. They do not flow like liquids do. Computers, trees, and soccer balls are also solids.

Liquids do not keep their shape. A liquid can be poured into a container and will take the container's shape. Some examples of liquids are water and milk.

Solids and liquids have something in common. They are both states of *matter*. Matter is everywhere. It is anything that takes up space and has mass. Mass is a measure of how much matter is in an object. All objects are made of matter.

Name: _____ **Date:** _____

1. What are solids?

A. things that have a shape of their own

B. water and milk

C. things that do not keep their shape

2. What are solids compared with in this article?

A. liquids

B. trees

C. computers

3. Read this paragraph from the article.

"Liquids do not keep their shape. A liquid can be poured into a container and will take the container's shape. Some examples of liquids are water and milk."

What can be concluded about the shape of water and milk from this information?

A. Water and milk have a shape of their own.

B. Water and milk do not flow.

C. Water and milk do not keep their shape.

4. What is true about the similarities and differences of solids and liquids?

A. There are similarities and differences between solids and liquids.

B. There are similarities between solids and liquids but not any differences.

C. There are differences between solids and liquids but not any similarities.

5. What is the main idea of this article?

A. Solids and liquids are different kinds of matter.

B. A liquid that is poured into a container will take the container's shape.

C. Mass is a measure of how much matter is in an object.

6. Read these sentences from the text.

"Solids and liquids have something in common. They are both states of matter."

What does it mean that solids and liquids "have something in common"?

A. All objects are made of matter.

B. Solids and liquids are alike in some way.

C. Solids take up more space than liquids do.

7. Choose the answer that best completes this sentence.

Solids do not flow, _____ liquids do.

A. so

B. because

C. but

8. List two details about solids.

_____

_____

_____

9. List two details about liquids.

_____

_____

_____

10. Compare solids and liquids. Support your answer with evidence from the article.

Name: _____ **Date:** _____

1. What is a meaning of the word **matter**?

A. room

B. variety

C. a problem

2. What is another meaning of the word **matter**?

A. a sound produced from the mouth

B. that which has mass and occupies space

C. an adult female person (as opposed to a man)

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. Air is _____ in the form of gas.

A. matter

B. material

C. matters

D. materialistic

E. mattered

F. materials

4. When earth _____ are dry, wind can blow them around.

A. matter

B. material

C. matters

D. materialistic

E. mattered

F. materials

5. Rubber is a great _____ for making rain boots.

A. matter
B. material
C. matters
D. materialistic
E. mattered
F. materials

6. In _____ that count, it always comes first.

A. matter
B. material
C. matters
D. materialistic
E. mattered
F. materials

7. What _____ was that they reached her.

A. matter
B. material
C. matters
D. materialistic
E. mattered
F. materials

8. The less _____ the boy, the less aversion she may feel.

A. matter
B. material
C. matters
D. materialistic
E. mattered
F. materials

9. Please write your own sentence using the word **matter**.

10. What would you like to remember about the meaning of the word **matter** so that you can use it when you write or speak?

Name: _____ **Date:** _____

1. What is a meaning of the word **shape**?

A. the entire structure of an organism

B. the spatial arrangement of something

C. a change of position

2. What is another meaning of the word **shape**?

A. how long something is

B. green growth on a lawn

C. the outer surface of an object

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. What _____ can you see here?

A. reshape

B. shapes

C. shaping

D. shaped

E. shape

4. A wolf's back teeth are flat and _____ like triangles.

A. reshape

B. shapes

C. shaping

D. shaped

E. shape

5. You made a dog out of _____.

A. reshape
B. shapes
C. shaping
D. shaped
E. shape

6. What part does wind play in the _____ a desert landscape?

A. reshape
B. shapes
C. shaping
D. shaped
E. shape

7. History will begin to _____ itself.

A. reshape
B. shapes
C. shaping
D. shaped
E. shape

8. Please write your own sentence using the word **shape**.

_____

_____

_____

9. What would you like to remember about the meaning of the word **shape** so that you can use it when you write or speak?

Name: _____ **Date:** _____

1. What is a meaning of the word **flow**?

A. what something is worth

B. a quality of something

C. move along, of liquids

2. What is another meaning of the word **flow**?

A. a human being

B. a stage show

C. cause to flow

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. Electricity cannot _____ through an open circuit.

A. flowed

B. overflows

C. flowing

D. overflowed

E. flow

F. overflow

G. flows

4. It _____ into a bigger river.

A. flowed

B. overflows

C. flowing

D. overflowed

E. flow

F. overflow

G. flows

5. The dam stops the water from _____ down the river.

A. flowed
B. overflows
C. flowing
D. overflowed
E. flow
F. overflow
G. flows

6. Next, the wax _____ down a pipe.

A. flowed
B. overflows
C. flowing
D. overflowed
E. flow
F. overflow
G. flows

7. The river swelled and _____ its banks.

A. flowed
B. overflows
C. flowing
D. overflowed
E. flow
F. overflow
G. flows

8. Rivers and lakes _____, and flooding occurs.

A. flowed
B. overflows
C. flowing
D. overflowed
E. flow
F. overflow
G. flows

9. When heavy rains fall, the water _____.

A. flowed
B. overflows
C. flowing
D. overflowed
E. flow
F. overflow
G. flows

10. Please write your own sentence using the word **flow**.

_____

_____

_____

11. What would you like to remember about the meaning of the word **flow** so that you can use it when you write or speak?

SOCIAL STUDIES

Name: _____ Date: _____ Class: _____

The First Europeans

The first Europeans to arrive in North America – at least the first for whom there is solid evidence – were Norse, traveling west from Greenland, where Erik the Red had founded a settlement around the year 985. In 1001 his son Leif is thought to have explored the northeast coast of what is now Canada and spent at least one winter there.

While Norse sagas suggest that Viking sailors explored the Atlantic coast of North America down as far as the Bahamas, such claims remain unproven. In 1963, however, the ruins of some Norse houses dating from that era were discovered at L'Anse-aux-Meadows in northern Newfoundland, thus supporting at least some of the saga claims.

In 1497, just five years after Christopher Columbus landed in the Caribbean looking for a western route to Asia, a Venetian sailor named John Cabot arrived in Newfoundland on a mission for the British king. Although quickly forgotten, Cabot's journey was later to provide the basis for British claims to North America. It also opened the way to the rich fishing grounds off George's Banks, to which European fishermen, particularly the Portuguese, were soon making regular visits.

Columbus never saw the mainland of the future United States, but the first explorations of it were launched from the Spanish possessions that he helped establish. The first of these took place in 1513 when a group of men under Juan Ponce de León landed on the Florida coast near the present city of St. Augustine.

With the conquest of Mexico in 1522, the Spanish further solidified their position in the Western Hemisphere. The ensuing discoveries added to Europe's knowledge of what was now named America – after the Italian Amerigo Vespucci, who wrote a widely popular account of his voyages to a "New World." By 1529 reliable maps of the Atlantic coastline from Labrador to Tierra del Fuego had been drawn up, although it would take more than another century before hope of discovering a "Northwest Passage" to Asia would be completely abandoned.

Among the most significant early Spanish explorations was that of Hernando De Soto, a veteran conquistador who had accompanied Francisco Pizarro in the conquest of Peru. Leaving Havana in 1539, De Soto's expedition landed in Florida and ranged through the southeastern United States as far as the Mississippi River in search of riches.

Another Spaniard, Francisco Vázquez de Coronado, set out from Mexico in 1540 in search of the mythical Seven Cities of Cibola. Coronado's travels took him to the Grand Canyon and Kansas, but failed to reveal the gold or treasure his men sought. However, his party did leave the peoples of the region a remarkable, if unintended, gift: Enough of his horses escaped to transform life on the Great Plains. Within a few generations, the Plains Indians had become masters of horsemanship, greatly expanding the range and scope of their activities.

While the Spanish were pushing up from the south, the northern portion of the present – day United States was slowly being revealed through the journeys of men such as Giovanni da Verrazano. A Florentine who sailed for the French, Verrazano made landfall in North Carolina in 1524, then sailed north along the Atlantic Coast past what is now New York harbor.

A decade later, the Frenchman Jacques Cartier set sail with the hope – like the other Europeans before him – of finding a sea passage to Asia. Cartier's expeditions along the St. Lawrence River laid the foundation for the French claims to North America, which were to last until 1763.

Following the collapse of their first Quebec colony in the 1540s, French Huguenots attempted to settle the northern coast of Florida two decades later. The Spanish, viewing the French as a threat to their trade route along the Gulf Stream, destroyed the colony in 1565. Ironically, the leader of the Spanish forces, Pedro Menéndez, would soon establish a town not far away – St. Augustine. It was the first permanent European settlement in what would become the United States.

Text courtesy of the U.S. State Department, Bureau of International Information Programs, 2005

Name: _____ Date: _____ Class: _____

The great wealth that poured into Spain from the colonies in Mexico, the Caribbean, and Peru provoked great interest on the part of the other European powers. Emerging maritime nations such as England, drawn in part by Francis Drake's successful raids on Spanish treasure ships, began to take an interest in the New World.

In 1578 Humphrey Gilbert, the author of a treatise on the search for the Northwest Passage, received a patent from Queen Elizabeth to colonize the "heathen and barbarous landes" in the New World that other European nations had not yet claimed. It would be five years before his efforts could begin. When he was lost at sea, his half-brother, Walter Raleigh, took up the mission.

In 1585 Raleigh established the first British colony in North America, on Roanoke Island off the coast of North Carolina. It was later abandoned, and a second effort two years later also proved a failure. It would be 20 years before the British would try again. This time – at Jamestown in 1607 – the colony would succeed, and North America would enter a new era.

Directions: Read the passage above, then answer the questions below.

1. According to available evidence, who were the first Europeans to reach the Americas?

2. Whose explorations provided the basis for British (English) claims in North America?

3. What European explorer traveled to what is now Florida in 1513?

4. What European country conquered Mexico?

5. Describe the travels and explorations of Hernando De Soto.

6. Describe the search for the Seven Cities of Cibola.

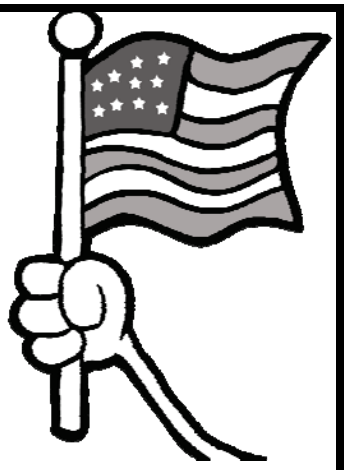
7. What areas of North America were explored by Jacques Cartier?

8. What was the first permanent settlement in what would become the United States?

9. Who founded the English colony at Roanoke?

Text courtesy of the U.S. State Department, Bureau of International Information Programs, 2005

Name _____



America Divided

Early America was divided among members of the North and the South. Represented in the North was the United States of America. President of the Confederate States of America was President Jefferson Davis. The capital of this part of America was Richmond, Virginia. At the time, approximately 5 million individuals were members of the Confederacy. General Robert E. Lee was Commander of the Army. Northern states had a population of approximately 22 million. Washington, D.C. served as the Capital. General Ulysses S. Grant was the Commander of the Army. Abraham Lincoln was President.

1. What was early America like?

_____

_____

2. What location served as Capital for the United States of America?

_____

_____

3. What was the difference in population between the North and South?

_____

_____

4. Who was Commander in Chief of the Confederacy?

_____

_____

Name _____

Eli Whitney

Eli Whitney designed and invented the cotton gin in 1793. Cottonseed was able to be separated from cotton fiber with the cotton gin. Eli Whitney's newly developed machine was able to produce up to 50 pounds each day of cleaned cotton. As a result of this increased output, for the first time southern cotton became a profitable crop.

Born on December 8, 1765 in Westboro, Massachusetts Eli Whitney was the idea and production of the cotton gin. Eli Whitney attended and graduated from Yale University in 1792. By 1793 he developed the cotton gin. Despite cotton reaching a profitable level of production, Eli Whitne y's invention was never lucrative for him personally. Following his invention, many duplicate machines were developed. In fact, it wasn't until 1807 that Whitney's 1794 patent was endorsed.

1. Who was Eli Whitney?

_____

_____

2. What did the cotton gin do?

_____

_____

3. Why do you think cotton became a profitable crop after the cotton gin?

_____

_____

4. How much cotton was able to be cleaned and produced each day?

_____

Name _____

5. Where was Eli Whitney born?

_____

_____

6. What did Eli Whitney invent?

_____

_____

7. When did Whitney graduate from Yale University?

_____

_____

8. Why did Whitney never profit from his invention?

_____

Name _____

Frederick Douglass

Frederick Douglass escaped slavery in 1838. He was a wonderful and charismatic speaker who used his skills to speak out against slavery. Known as a prominent abolitionist, Douglass spread information of what life as a slave was like. Douglass spoke at many abolitionist rallies. As a result of his speeches, the cruelties of slavery were made public and real to Northern listeners.

1. What condition did Frederick Douglass escape from?

_____

_____

_____

_____

2. What is an abolitionist?

_____

_____

3. By sharing life as a slave, what was made real to listeners of Douglas's speeches?

_____

_____

_____

Name _____ Date _____

Fort Sumter

By Cathy Pearl

Caption: The Confederate attack on Fort Sumter

Abraham Lincoln won the election in 1860. He would be the country's next president. At this point, it was clear that the country could not avoid a war. Within weeks of the election, Southern states started to secede from the Union.

Fort Sumter was a fort in South Carolina. It sat near the water's edge and protected Charleston Harbor. After South Carolina left the Union, they demanded that the fort surrender. At the time, Lincoln and the Union government controlled the fort.

Lincoln did not want to give the fort up. He had been told that there weren't enough supplies in the fort to defend it. Lincoln came up with a plan. He would send a supply ship to the fort and tell the South Carolina governor it was coming. If the ship got through, the fort would have enough supplies to fight if needed, or the South would shoot at the ship. This would force them to fire the first shot and start a war.

The Confederate Commander in Charleston was General Beauregard. On April 11, 1861, he went to the fort. The man in charge at Fort Sumter was Major Robert Anderson. Beauregard said that the fort must be evacuated. If it wasn't, the Confederate Army would force everyone to leave.

Anderson told the man that the fort was almost out of food. If the army waited long enough, everyone would have to leave anyway. Anderson offered to leave by April 15 unless more supplies were delivered. At the time, more supplies were on the way from Lincoln.

The answer was not acceptable. Anderson was given an hour to leave or the fort would be attacked. On April 12, 1861, at 4:30 in the morning, the attack began at Fort Sumter. The Civil War had begun.

The fort wasn't only running out of food. They also didn't have a lot of ammunition. They waited almost two hours before returning fire. After the first shots, they fired very slowly in order to save their ammunition.

The men in the fort had been there for three months. They were tired and hungry from the lack of food. Yet they fought as hard as they could to protect the fort. Many times, cannonballs would land in wooden buildings and start fires. Each time the soldiers, with a little help from the rain that was falling, would put the fire out.

The first night, the men got very little sleep. They watched the boats that were in the harbor. They made sure that no one came toward the fort.

After a small breakfast the next morning, the men in the fort kept firing back. They still continued to fire slowly. They limited themselves to only one shot every ten minutes. Early in the morning, another wooden building caught fire. This time, the men could not put the fire out. Soon, most buildings were on fire. One building full of gunpowder was in danger of exploding.

The attack went on for about thirty-three hours. On April 14, 1861, Anderson was forced to surrender. He was running out of supplies. The supply ship had not made it to the fort. He knew that he had no choice.

No one was seriously hurt or killed on either side during the battle. Both sides met to discuss the terms of the surrender. Anderson was allowed to put up his flag for a one-hundred-gun salute. This was cut short when a cannon did not fire correctly. The accident killed two men.

The men left the fort. As they made their way north, they were greeted like heroes. When in New York, all the men were presented with medals for their bravery.

Name _____ Date _____

The country quickly realized there would be no turning back from war. Lincoln began to call for men to serve in the Union Army. Men in the South volunteered to fight for the Confederates. People on both sides were sure that the war would be over in months. It would go on for four long years.

Fort Sumter

Questions

_____ 1. Who was in charge at Fort Sumter?

A. General Beauregard
B. Major Robert Anderson
C. Abraham Lincoln

_____ 2. What was the fort running out of?

A. Space
B. Food
C. Men

_____ 3. Who fired the first shot?

A. The South
B. The North

_____ 4. How many men were killed during the battle?

A. Ten
B. Zero
C. Five

5. Why did the men in the fort shoot back very slowly?

_____

_____

6. How long did the attack go on?

_____

_____

Name _____ Date _____

Was the commander of the fort right to surrender? Should he have kept fighting until the food ran out?

Do you think the South was right to attack the fort? Why or why not?

Name _____

Harriet Tubman

When Harriet Tubman was in her late twenties, she escaped slavery she fled a plantation in Maryland and headed North. Once in Pennsylvania, she was free. Between 1830 and 1860 Harriet Tubman risked her own life time and time again to help free enslaved individuals. Tubman became known as the most courageous and most successful conductor of the Underground Railroad. Tubman sometimes disguised herself as a man and other times an old lady to help lead others to freedom.

1. How old was Harriet Tubman when she escaped slavery?

_____

_____

2. For how long did Harriet Tubman travel and help others escape slavery?

_____

_____

3. What route did Harriet Tubman take to help others to freedom?

_____

_____

4. What did Harriet have to do sometimes to help others to freedom?

_____

Name _____

Mary Boykin Miller Chesnut

A well-known and elaborated diarist was Mary Boykin Miller Chesnut. Chesnut was born to a one-time governor of South Carolina. She was born into privilege and was well educated. James Chesnut married Mary when she was 17 years old. February 1861 marked the beginning of Mary's diary. She was an articulate writer and wrote from the perspective of a historian. Mary filled more than 50 books with accuracy of events, and sketches of well-known individuals. Following her last entry, on August 2, 1865, editing of her work began. A Diary from Dixie was published in 1905 and is still considered a literary piece.

1. What is a diarist?

_____

_____

2. What type of writer was Mary Boykin Miller Chesnut?

_____

_____

3. What was A Diary from Dixie?

_____

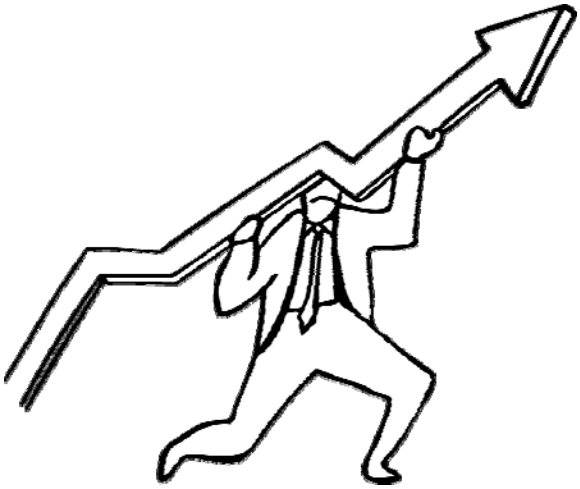
_____

4. When was A Diary from Dixie published?

_____

Name _____

Civil War Stats



The Civil War lasted from 1861 until 1865. More than 600,000 Americans were killed. More people died in the Civil War than other American wars collectively. Freedom of the American people broadened as a result of the Civil War. The Civil War began on April 12, 1861 when Fort Sumter, located in Charleston Harbor, was attacked by the Confederate Army.

1. How long did the Civil War last?

_____

_____

2. What is another word for the term collectively?

_____

_____

3. What liberty became available to more Americans as a result of the Civil War?

_____

_____

4. What event started the Civil War?

_____

Name _____

Women in the Civil War

During the American Civil War, many women stayed at home to help and support the men fighting by making bandages, sewing uniforms and knitting socks. Some women disguised themselves as men to participate in battle. Women also participated in the war as nurses. The North had a formal process for a woman to become a nurse. If she passed criteria set by Dr. Dorothea Dix, a woman would be granted an official position as nurse. At the time, Dr. Dorothea Dix was the head of all Union nurses. The South did not have such a system in place.

Following battles, starting with the Battle of Manassas, women started their own care units or hospitals.

1. How did women help out during the American Civil War if they stayed at home?

_____

_____

_____

_____

2. How did some women participate as soldiers?

_____

_____

3. What was the difference between the North and South attainment of nurses?

_____

_____

_____

VOCATIONAL EDUCATION

Dear Student,

Congratulations! You now are entering the next phase of your personal growth.

In this unit you will learn the skills you need to become an effective communicator. You will start by learning to communicate with yourself in a positive way. After all, you are your own best advocate.

Next, you will learn to communicate effectively with others, especially in difficult situations. This will include learning to handle put downs and negative comments from others.

Finally, you will learn to control your anger so that you will be a successful friend, student, and employee.

We wish you the best of luck as you learn and grow.

COMMUNICATION
GROWTH GOAL CONTRACT

To increase my Communication Skills, I will:

_____

_____

I will work on this goal for this amount of time:

From: _____To: _____

I will evaluate and record my progress on the chart below.

I am committed to this communication growth goal.

_____ _____

Student Signature Date

Daily Goals Chart

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
WEEK 1							
WEEK 2							
WEEK 3							
WEEK 4							
WEEK 5							

CONFLICT RESOLUTION

The BeCool "4-Step Assertion" Plan for
Dealing with Difficult People.

Step 1. T ell the person what they do that you do not like. "It really bothers me when you _____."

Step 2. Tell the person how you feel. "It makes me feel _____."

Step 3. Tell the person what you would like them to do. "I would appreciate it if you would _____."

Step 4. Ask for agreement. "OK? Is that something you are willing to do?"

(Note: This is your time to listen to their side and compromise if appropriate).

If you can't reach an agreement, tell them what you will do if you don't obtain their cooperation.

The BeCool Video Series, also available from the publisher, is an ideal supplement to this lesson.

Solve Your Conflicts

Maria and Valerie are in the same P.E. class. Maria is always first in all of the activities. Valerie doesn't mind not being first but Maria always makes fun of Valerie. She says things like, "It's OK, Valerie, you'll never be first. Face it, you're as slow as a turtle."

Valerie laughed with the others who heard the comments. But after four weeks, Valerie didn't think it was funny anymore. She decided to talk to Maria after school one day. When they were alone, Valerie said,

(1) "Maria, it really bothers me when you make fun of me in PE class."

(2) "When you make comments and jokes about me, I really feel bad. At first it was funny, but now I feel that the laugh is always about me, and I don't feel like laughing."

(3) "I would appreciate it if you would stop making the jokes and comments about me."

(4) "Do you think you could stop doing this?"

But if Maria had not agreed to stop:
"If you keep making jokes, I'll just stay on the other side of the gym."

Maria was surprised and said, "I didn't realize it bothered you. Everyone always laughs. I'm sorry if I hurt your feelings. Don't worry, it won't happen again."

Valerie smiled and said, "I'm glad you said that. I want to be friends."

RESOLVE IT !!

Read each situation and use the steps to conflict resolution to solve each conflict.

Serious Basketball

Alex and Jose play basketball almost every day after school. It's a fun and friendly game But lately Alex is getting very serious. He either becomes rough and pushes Jose pretty hard or he won't want to stop playing until he is winning. Jose likes to play but Alex is taking it too seriously. What can Jose say to Alex?

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

Losing a Friend

Tasha and John have been good friends for five years. They live next to each other and used to talk about everything. Lately Tasha had been ignoring John at school. She was friends with a girl that John had been dating. Recently, they decided to stop going out. John is surprised at the way Tasha is treating him. What can John say to Tasha?

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

Swimming in Trouble

Sue and Kayla are both on the swim team. They were pretty good friends until Kayla started dating Sue's old boyfriend. Now Kayla ignores Sue. She also talks about Sue to other people on the team. When Kayla is talking to other teammates she suddenly stops when Sue walks up. Then everyone turns and looks at Sue. What can Sue say to Kayla about this situation?

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

Do You Speak My Language?

Directions: In your group, discuss and answer the following questions about the role play activity.

1. How did student #1 react?

2. Why do you think student #1 reacted the way he/she did?

3. How would you have reacted in this situation?

4. What else could student #1 do in this situation?

5. How did student #1 feel about the situation?

6. How did each person in the group feel about making fun of student #1?

7. Can this be considered bullying? Why? Why not?

8. How can we show respect to a person who is new or different?

9. Why is it important to show respect to others, especially when they are different or new?

10. Describe a time when something like this happened to you.

Alike or Different

With your partner, make a list of the typical labels that are used for people who are different:

_____

_____

_____

_____

Choose a label for each chart and show how a person with this label is like you and then how this person is different from you.

_____
Label

Like Me	Different

_____
Label

Like Me	Different

Labels & Stereotypes

In your group, answer the following questions.

1. Describe a situation when you were considered different from everyone.

2. Explain what happened and how you felt.

3. How could you handle this situation differently in the future?

4. Describe a time when you were involved with a group who acted unkind toward someone who was different from the group.

5. How did you feel?

6. How did you act in this situation?

7. How could you act differently in the future?

Assessment & Portfolio Guide

Lesson 15: Write A Communication Growth Goal

📖 Put a copy of your communication growth goal contract and progress chart in your portfolio.

Lesson 16: Learn How to Resolve Your Conflicts

✍ How and when will you use the conflict resolution process?

Lesson 17: Understand Your Reactions to Differences in Others

✍ Are you tolerant of differences in other people?
❑yes ❑no
If no: why not?

✍ If yes: describe how you treat a person who is different.

Lesson 18: Explore the Negative Impact of Stereotyping

✍ How do you react to differences in others?