

March 28, 2020

Dear 6<sup>th</sup> Grader,

How are you doing? I was really looking forward to Spring Break, but this has not been much fun. I am ready to get back in school! My house is clean, my car and truck are washed and detailed, we have worked in the yard, and I have put off cleaning out the storage building just about as long as I can get away with it. I guess I am going to have to bite the bullet and attack that job next. Have you been having any fun? What are you doing to keep from being bored to death?

I am reading a great book. It is called Little Women by Louisa May Alcott. It is a classic, but I have never read it before. I saw the movie when I was in El Dorado with some friends a few months ago, so I am really glad to have some extra time to read it. This book takes place a long time ago, but it has such strong female characters that it is really interesting even now. This book is not as funny as Skinnybones by Barbara Park or as full of action and adventure as Touching Spirit Bear by Ben Mikaelson, but it may be one of my new favorites. What are you reading?

I am sending you a self-addressed, stamped envelope because I want you to send me a snail-mail letter. I want you to tell me what you have been doing during this pandemic and tell me about the books you have been reading. (I REALLY hope you have been reading.)

I am sending home everything that was in your cubie except your reading log and computer mouse. I hope we get to come back to school in April. If we do get to come back, bring your things back when you come. If we do not get to come back, they will let us know what we need to do to wrap things up. Continue to do your AMI work. You can text or e-mail me any time. You can also call me if you need anything. My number is 870-918-1206.

I miss you guys more than I can tell you. Stay safe and keep reading good books!

Love,

Laura Laymon

P.S. I am looking forward to reading your letter. How is your mom doing?

**Ancient Greece****Section 1****MAIN IDEAS**

1. Geography helped shape early Greek civilization.
2. Trading cultures developed in the Minoan and Mycenaean civilizations.
3. The Greeks created city-states for protection and security.

**Key Terms and People**

**polis** Greek word for city-state

**classical** filled with great achievements

**acropolis** a fortress atop a tall hill in the center of the city-states

**Section Summary****GEOGRAPHY SHAPES GREEK CIVILIZATION**

The Greeks lived on rocky, mountainous lands, located on a peninsula surrounded by the Mediterranean, Ionian, and Aegean Seas. The peninsula has an irregular shape. Many islands float off the mainland. This area was the home of one of the world's greatest civilizations.

The few small valleys and plains of Greece provided farmland and that is where people settled. These communities were separated by steep mountains, so there was little contact between groups. The villages created separate governments.

Because they were surrounded by water the Greeks became skilled shipbuilders and sailors. The Greeks were exposed to other cultures when they sailed to other lands.

Underline the names of the three seas that ringed the Greek peninsula.

Why did separate governments develop in ancient Greece?

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**TRADING CULTURES DEVELOP**

Of the many cultures that settled and grew in early Greece, the earliest and most influential were the Minoans and the Mycenaens. By 2000 BC these two cultures had built advanced societies on the

Section 1, *continued*

island of Crete. The Minoans were known as the best shipbuilders of their time. They used ships mainly for trading purposes. A volcano that erupted in the 1600s BC may have led to the end of the Minoan civilization.

The Mycenaeans spoke the language that became Greek. While the Minoans were sailing, the Mycenaeans were building fortresses on the Greek mainland. The Mycenaeans eventually took over the trade routes once sailed by the Minoans. The Mycenaeans set up a powerful trading network on the Mediterranean and Black seas. But Mycenaean culture also fell prey to earthquakes and invaders. Greece entered a dark period.

<p>While the Minoans built _____,</p> <p>the Mycenaeans built _____.</p>
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**GREEKS CREATE CITY-STATES**

After 300 years of war and disorder communities began to band together for stability and protection. They created the **polis**, or city-state. This marked the beginning of the Greek **classical** age, a time filled with great achievements.

A city-state often was built around a fortress perched atop a high hill called an **acropolis**. Walls surrounded many of these cities. Much of daily life centered around the agora, or marketplace, where politics and shopping shared the stage. As stability returned some of the Greek city-states formed colonies in foreign lands. Early colonies included modern-day Istanbul in Turkey, Marseilles in France, and Naples in Italy. This created further independence for these city-states, and some city-states became great trading centers.

<p>What features of the polis made it a safe, protected place to live and conduct business?</p> <p>_____</p> <p>_____</p> <p>_____</p>
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**CHALLENGE ACTIVITY**

**Critical Thinking: Drawing Inferences** You are a leader of an ancient Greek polis dealing with all the same problems and circumstances the real city-states of the time faced. Write your own set of laws that would improve both security and quality of life for the citizens who live there.

<p>_____</p> <p>_____</p>
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Section 1, *continued*

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**DIRECTIONS** Read each sentence and fill in the blank with the word in the word pair that best completes the sentence.

1. After the Dark Age, Greeks began to set up city-states and entered a period of great achievements known as Greece's \_\_\_\_\_ age.  
(classical/peninsula)
2. The town around the \_\_\_\_\_ was surrounded by walls for protection. (acropolis/colony)
3. The \_\_\_\_\_ often served as a central place for Greeks to meet and hold assemblies. (acropolis/agera)
4. The mainland of Greece is a \_\_\_\_\_, land surrounded by water on three sides. (peninsula/polis)
5. The Greek \_\_\_\_\_ provided security, stability, and identity to the people who lived there. (acropolis/polis)

**DIRECTIONS** Write a word that has a *similar* meaning to the term given.

6. acropolis \_\_\_\_\_
7. agora \_\_\_\_\_
8. polis \_\_\_\_\_

**DIRECTIONS** Write three adjectives or descriptive phrases that describe the term given.

9. classical \_\_\_\_\_
10. peninsula \_\_\_\_\_



## BIG BROTHER

Ted couldn't wait to meet his new little brother. Ted was 10 and had been the only child in his family for a long time. He imagined what it would be like to have a baby brother. He would take him on bike rides and go hiking. He would go camping and fishing. He pictured himself sleeping under the stars listening to the chirping of crickets. He would even teach the little guy how to ride a bike. It would be great.

"Grandma? When are they going to be home again?" called Ted down the stairs.

"Should be any time now," said Grandma. "They called when they left the hospital."

"There they are!" interrupted Ted. He raced down the stairs and threw open the door. His parents were just pulling into the driveway.

"Big brother coming through!" called Ted and raced to the car door. He scooped up the little bundle from his mother's arms and gave it a squish.

"Be careful, Ted, that's a fragile package you've got there," said Dad.

"Don't worry, Dad. I've got everything under control," replied Ted. It was only then that Ted noticed the pink blanket wrapped around the baby.

"What?" asked Ted.

"That's right," explained Mom. "We've got ourselves a little girl."

"Is something wrong?" asked Dad tenderly.

Ted stammered a minute and a hollow sound escaped his lips. "No. She'll just have to like fishing, camping, hiking, and biking."

"She will. She will," replied Mom calmly and she gave Ted a hug.

### STORY QUESTIONS

- Using the context clues, what does the word *hollow* mean?
  - filled
  - perplexed
  - vacant
  - low
- According to the passage, what sentence shows that Ted's parents were worried about his reaction to a baby sister?
  - "We've got ourselves a little girl."
  - "Is something wrong?" asked Dad tenderly.
  - "She'll just have to like fishing, camping, hiking, and biking."
  - Ted couldn't wait to meet his new little brother.
- What is the main idea of the passage?
  - Being creative and using many resources can help you accomplish a task.
  - If you try hard enough, you can do it.
  - It's important to knock out your competition.
  - It's important to be flexible and roll with the punches.



Name \_\_\_\_\_

Date \_\_\_\_\_

## THE PUBLIC NOTE

Shelly angrily threw her backpack on the floor and stomped up to her room. She was furious. The day had started out badly and had only gotten worse. It seemed that everything she had tried that day had failed.

Opening the refrigerator in hopes of finding something good to eat, Shelly frowned at the contents. There wasn't anything worth looking at, let alone eating!

"Why did she have to do that?" asked Shelly aloud.

"What did she do? And who is she?" asked Mom as she came into the kitchen.

"Mrs. Benton," explained Shelly. "She took a note from Angela."

"Why would you be upset with that?" asked Mom.

"Because I wrote the note!" said Shelly in an exasperated voice. "I said some things in the note that I never should have told anyone. I was just getting my feelings out. Boy, did they get out!"

"Shelly, did Mrs. Benton share the contents of the note?" asked Mom.

"No, but I just know she will!" moaned Shelly.

"Is there anything you should be ashamed of, Shelly?" questioned Mom.

"Oh, no," clarified Shelly, "but embarrassed about! I shared some personal feelings about people, but I didn't mention any names."

"Shelly, any time you write notes at school, you have to know that there is a chance that the teacher will catch you," said Mom.

### STORY QUESTIONS

- Which sentence shows how Shelly felt about Mrs. Benton?
  - There wasn't anything worth looking at let alone eating!
  - "Oh no," clarified Shelly, "but embarrassed about! I shared some personal feelings about people, but I didn't mention any names."
  - "Why did she have to do that?" asked Shelly aloud.
  - "Shelly, any time you write notes at school, you have to know that there is a chance that the teacher will catch you," said Mom.
- The first paragraph shares with the reader . . .
  - how to solve the problem.
  - what the problem was.
  - the disagreements between Shelly and her mom.
  - the emotions of the main character.
- What is the main idea of the passage?
  - Being creative and using many resources can help you accomplish a task.
  - If you try hard enough, you can do it.
  - Think first before you act.
  - Good things come to those who wait.



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

## DRAMATIC THINGS

Caitlyn ran into the house and let out a gasp.

"You're never going to believe my day!" she shouted.

"Let's hear it," said Mom.

"It was the worst. First I was late because my locker wouldn't open. It took me forever to find the janitor, and he said that someone had messed with my locker. Then I was called on by Mr. Burton in first period to share my findings on a subject I'd been asked to research."

"Dramatic things . . .," interrupted Dad.

"Don't say it!" Caitlyn countered. "I'm not that dramatic."

". . . happen to dramatic people!" finished Dad.

Caitlyn ignored him and continued on with her day. "By lunchtime, I was exhausted from the earlier events of the day. On my way to the gym, I stopped in the bathroom and found it filled with a bunch of guys. The nerve! I yelled at all of them to leave the girl's bathroom at once. That was when Gwen poked her head in the bathroom to inform me that I was the one in the wrong bathroom. Can you imagine?"

Caitlyn took a moment to breathe and take a bite out of her cookie. She was ready to continue when a loud crash was heard on the other side of the counter.

"What happened?" called Mom. "Are you okay?"

Dad looked up sheepishly to show the broken and empty salad bowl.

"Dad, what's that they say? Dramatic things happen to dramatic people!" Caitlyn smiled bigger than she'd smiled all day.

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### STORY QUESTIONS

1. Which paragraph explains how Caitlyn got her dad back?
 

a. first paragraph	c. third paragraph
b. last paragraph	d. second paragraph
  
2. What inferences can you make about how Caitlyn responds to things?
 

a. She is quiet and shy.	c. She is easily unnerved.
b. She cries over everything.	d. She is theatrical and likes to talk.
  
3. Which lesson could be learned from the story?
  - a. A watched pot never boils.
  - b. A person living in a glass house shouldn't throw stones.
  - c. A friend in need is a friend indeed.
  - d. Early to bed and early to rise makes a person healthy and wise.



Name \_\_\_\_\_

Date \_\_\_\_\_

## BUYING TIME

"Did you get all the gifts you were looking for?" Mom asked Chad.

"No. I got yours and Grandpa's but that was about it," responded Chad.

"What happened? You were in the store for two hours," queried Mom.

"I just didn't see anything," explained Chad.

Each year Chad worked all summer mowing lawns in the neighborhood so that he could buy his own Christmas gifts. At 11 years old, he felt like it was quite an accomplishment. He could hardly imagine what it would be like to have his parents pay for things.

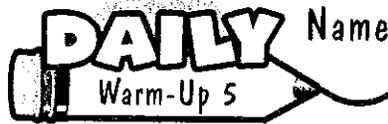
This year had been tough. Chad's dad had been in a car accident that left him without the ability to work. Money was tight and the recovery process had been slow. Chad knew that he should help out with the family finances, but Mom would hear nothing of it. She refused to accept any of Chad's money. She felt it was his and he should be the one to spend it.

Chad didn't like the idea of spending money on frivolous things when he knew that he should be providing the necessities for his loved ones. He leaned back on the headrest of the seat and closed his eyes.

"Chad. I don't want you to forget that you are still a kid," said Mom calmly. "I don't want you to take on these burdens too soon. Now go back inside and finish your shopping. I've got my book here to keep me company. Now go," instructed Mom.

### STORY QUESTIONS

- What is the meaning of the word *frivolous* as used in the passage?
  - serious
  - inconsequential
  - hardened
  - relevant
- What conclusions can be drawn about how Chad feels about his family?
  - He is aloof and does not care.
  - He is supportive and diligent.
  - He is confused and curious.
  - He ignores the situation they are in.
- Which of the following statements helps you answer the previous question?
  - Money was tight and the recovery process had been slow.
  - He could hardly imagine what it would be like to have her parents pay for things.
  - He knew that he should be providing the necessities for his loved ones.
  - Chad knew that he should help out with the family finances, but Mom would hear nothing of it.



Name \_\_\_\_\_

Date \_\_\_\_\_

## JUNIPER INN

"Did you read in the newspaper about the fire last night?" asked Dad as he ate his bowl of cereal.

"I didn't," replied Mom. "Where was the fire?"

"Juniper Inn. They say it burned to the ground," said Dad in a surprised voice.

"Juniper Inn?" stuttered Mom.

"You have got to be kidding me!" interrupted Dan. "We just ate there last night."

"I know, that's why I am as surprised as you are," said Dad.

"That is terrible," said Mom. "I hope no one was injured."

"The paper says that there were no injuries or fatalities but it says that restaurant is completely gone. There is nothing left to salvage," informed Dad.

"So what are we going to do?" asked Dan.

"Do? What do you mean?" asked Mom.

"We've got to do something," explained Dan. "We've been friends with the Parkers for years. They are going to need some help."

Dan's parents looked up from their breakfast and winked at each other. They looked back at their son for more direction.

"First, we need to call Mr. Parker and make sure he's okay. He could probably use a friend right now. Mom, do you think we could bring dinner in to their family this evening?" said Dan.

"I think I can do that. It seems a little strange in a way," said Mom as she gazed out the window.

"Mr. Parker has been bringing families dinners for years. It's our turn to bring him dinner," said Dan with a grin.

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### STORY QUESTIONS

- Which of the following statements can be determined from the story?
  - Dan is the oldest child in the family.
  - Dan is afraid of the dogs in the neighborhood.
  - Dan tries to boss his parents around.
  - Dan is a unique kid and is a great leader.
- What is the meaning of the word *salvage* as used in the story?
  - reclaim
  - ignore
  - exaggerate
  - review
- Which word best describes Dan's feelings about Mr. Parker?
  - patient
  - annoyed
  - respectful
  - resilient

Name \_\_\_\_\_

# I'll Take These Plural

plural nouns

A plural noun is a noun that names more than one person, place, thing, or idea.

Usually, add an *s* to make a noun plural: cat + *s* = cats

If a singular noun ends in *ch*, *s*, *z*, *sh*, or *x*, add *es*: patch + *es* = patches

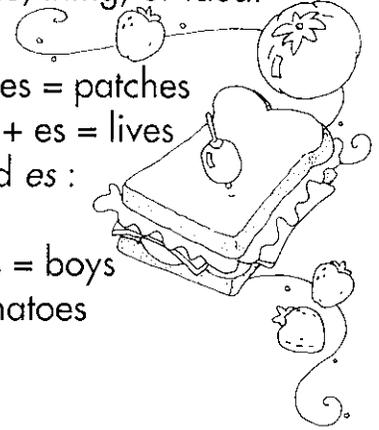
If a noun ends in *f* or *fe*, change *f* or *fe* to *v* and add *es*: life + *es* = lives

If a noun ends in a consonant + *y*, change the *y* to *i* and add *es*:

party + *es* = parties

If a noun ends in a vowel + *y* or a vowel + *o*, add *s*: boy + *s* = boys

If a noun ends in a consonant + *o*, add *es*: tomato + *es* = tomatoes



## Write the plural form of each singular noun.

stereo	_____	sandwich	_____
buzz	_____	crash	_____
match	_____	ax	_____
wife	_____	calf	_____
thief	_____	radio	_____
elf	_____	lady	_____
country	_____	city	_____
guppy	_____	jelly	_____
hobby	_____	strawberry	_____
pass	_____	chimney	_____
boy	_____	toy	_____
bay	_____	turkey	_____
domino	_____	potato	_____
hero	_____	video	_____

## Review Work

Draw a star next to each person and place noun.

## Draft Book

Choose 10 noun pairs (singular and plural forms). Write a sentence for each noun.

Name \_\_\_\_\_

# Tricky Nouns

## irregular plural nouns

Some nouns change in the middles or ends when they become plural. Others do not change when they become plural.

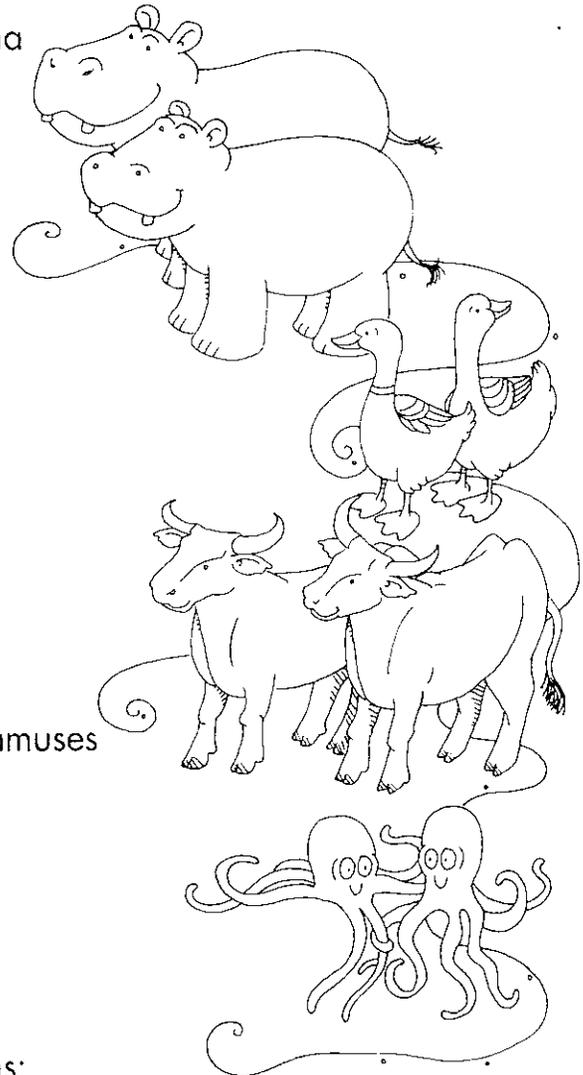
examples (change): axis → axes      medium → media

examples (no change): bison, deer, moose, series, sheep, swine

**Match the singular and plural nouns. Write the number in front of the singular noun in the box in front of the correct plural noun.**

1. goose
2. phenomenon
3. hippopotamus
4. mouse
5. tooth
6. cactus
7. child
8. foot
9. person
10. louse
11. octopus
12. man
13. woman
14. die
15. ox

- phenomena
- teeth
- children
- feet
- people
- men
- cacti
- geese
- oxen
- octopuses
- dice
- hippopotamuses
- lice
- women
- mice



### Review Work

Write the plural form of the following nouns:

flower \_\_\_\_\_ crisis \_\_\_\_\_ pitcher \_\_\_\_\_ life \_\_\_\_\_

### Draft Book

Write a story using some of the tricky nouns on this page. Circle the plural nouns. Draw a star next to each singular noun.

Name \_\_\_\_\_

# Mine, All Mine

## possessive nouns

A possessive noun shows belonging. If a noun is singular or if it is plural but does not end with an *s*, add an apostrophe + *s* to the end to make it possessive.

**example:** cat's food, boss's pen, men's belts

If a noun is plural and already ends with an *s*, add an apostrophe to the end.

**example:** cats' collars, dancers' shoes

**Change the following ownership phrases into phrases using possessive nouns.**

the toys belonging to the brothers

the brush belonging to Iris

the ball belonging to the twins

the bike belonging to his sister

the pencil belonging to Mrs. Fris

the pillow belonging to Adam

the score book belonging to the team

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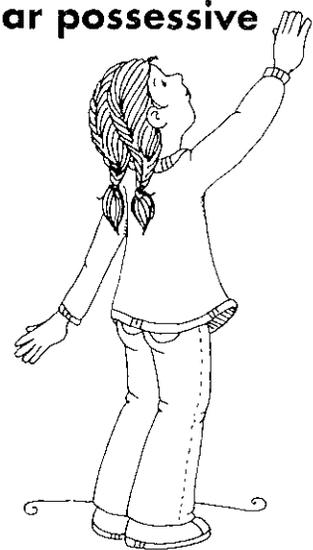
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**Circle each possessive noun. Write *SP* if it is singular possessive or *PP* if it is plural possessive.**

- \_\_\_\_\_ The dog's new, leather collar is lost.
- \_\_\_\_\_ The snails' aquarium needed cleaning.
- \_\_\_\_\_ The art project's colors were faded by the sun.
- \_\_\_\_\_ We peeked into the teachers' lounge.
- \_\_\_\_\_ Carlos borrowed Millie's new crayons.
- \_\_\_\_\_ The dancers' audience clapped wildly.
- \_\_\_\_\_ The children's balloons blew away.



### Review Work

Underline the plural nouns with yellow.

### Draft Book

Write 10 sentences using possessive nouns. Include both singular possessive and plural possessive nouns.

## Ancient Greece

### Section 2



#### MAIN IDEAS

1. Aristocrats and tyrants ruled early Athens.
2. Athens created the world's first democracy.
3. Ancient democracy was different than modern democracy.

### Key Terms and People

**democracy** type of government in which people rule themselves

**oligarchy** government in which only a few people have power

**aristocrats** rich landowners

**citizens** people with the right to participate in government

**tyrant** leader who rules by the use of force

**Pericles** Athenian leader who ruled at the height of Athenian democracy

### Section Summary

#### ARISTOCRATS AND TYRANTS RULE

Democracy was born in Ancient Greece in the city of Athens. Democracy is a form of a government in which people rule themselves. However, Athens was ruled first by kings, and then by an **oligarchy** of **aristocrats**, or rich landowners.

In the 600s BC a group of rebels tried to overthrow the aristocrats. The rebellion failed and Draco gained power in Athens. Draco was a strict leader and was very unpopular. His successor, Solon, ruled that all free men were **citizens** who had a right to participate in government. But it was too late; people were tired of the aristocracy.

Peisistratus overthrew the oligarchy and became a leader of Athens by force. Peisistratus was the first **tyrant**. Though that word has a negative meaning today, some Greek tyrants were good leaders. Peisistratus led well and Athens flourished under his care. But after he died rebellious aristocrats regained control of Athens.

Circle two ways that Athens was ruled before democracy.

Who was the first tyrant of Athens?

\_\_\_\_\_

\_\_\_\_\_

**ATHENS CREATES DEMOCRACY**

A leader named Cleisthenes introduced democracy to Athens in 500 BC. Though he was an aristocrat himself, he did not support the aristocracy. He overthrew the aristocratic leaders using popular support. Under his rule all citizens had the right to participate in the assembly that created laws. The assemblies were held outdoors and anyone could give a speech before votes were taken. This could be messy. Either too many people would come to an assembly or not enough. Eventually the Athenians began to select city officials to make decisions. Citizens were eventually allowed to decide court cases by serving on juries.

What do you think is the major disadvantage of allowing every citizen to participate in lawmaking?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Citizens gradually gained more power. Athenian democracy reached its height with **Pericles**, who led the government from 460 to 429 BC. Still, democracy all but ended when Athens was conquered by Macedonia in the 330s BC. The Macedonian king did not like anyone other than himself making laws. Though the city council kept operating in a limited way, a new Greek king in 320 BC abolished even that right.

**ANCIENT DEMOCRACY DIFFERS FROM MODERN DEMOCRACY**

Although citizenship was very limited, Athens had a direct democracy, in which every citizen could participate and the majority ruled.

The United States operates as a representative government, in which citizens elect people to represent them.

What type of democracy is practiced in the United States today.

\_\_\_\_\_

\_\_\_\_\_

**CHALLENGE ACTIVITY**

**Critical Thinking: Drawing Inferences** Have students in the class discuss and vote on an issue—real or fictional—first as a direct democracy and then as a representative democracy. Have them discuss the merits of both democracies, or write a paper describing which system they prefer and why.

Section 2, *continued*

**DIRECTIONS** On the line before each statement, write **T** if the statement is true and **F** if the statement is false. If the statement is false, change the underlined term to make the sentence true. Then write the correct term on the line after the sentence.

\_\_\_\_\_ 1. An oligarchy is a government in which only a few people have power.

\_\_\_\_\_

\_\_\_\_\_ 2. Greece is considered the birthplace of democracy, which is a type of government in which people rule themselves.

\_\_\_\_\_

\_\_\_\_\_ 3. Democracy in Athens reached its height under the rule of a brilliant elected leader named Cleisthenes.

\_\_\_\_\_

\_\_\_\_\_ 4. In the 590s BC, a man named Solon created a set of laws that were less harsh than those created by Draco. Solon's laws enabled all free men living in Athens to become aristocrats.

\_\_\_\_\_

\_\_\_\_\_ 5. The oligarchy in Athens lasted until one noble overthrew the government and ruled it alone as a tyrant.

\_\_\_\_\_

\_\_\_\_\_

**DIRECTIONS** Look at each set of vocabulary terms following each number. On the line provided, write the letter of the term that does not relate to the others.

\_\_\_\_\_ 6. a. democracy      b. oligarchy      c. tyranny      d. aristocrats

\_\_\_\_\_ 7. a. oligarchy      b. Cleisthenes      c. democracy      d. citizens



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

## THE BRIEF REPORT

"If I sit through one more of these science reports, I'm going to die," thought Kelsey as she rested her head on the desk.

Each student in her class had been assigned a report on a different planet. Kelsey had been the first to give her report, so she found it hard to sit quietly through the rest of them. She had already been given a warning to stay in her seat and keep quiet. Kelsey no longer was stressed about giving her report, so she had no adrenaline going to keep her nervous.

Kelsey watched Patrick get up and walk to the front of the room.

"Ughh!" moaned Kelsey silently. Patrick always bored her silly with his scientific terms and phrases. He perused his report before beginning.

Something in the corner of the room caught Kelsey's eye. Was it a mouse? It sure looked like one! Kelsey kept her eye fixed to the crack in the wall.

Mrs. Smith noticed Kelsey's distraction and calmly called across the room. "Kelsey, you know what your job is, so remember to do it."

"My job has changed, Mrs. Smith," said Kelsey, but she didn't take her eyes off the wall.

"And what would that be?" demanded Mrs. Smith.

Just then, the mouse scurried out and raced across the room. "My job is to watch that mouse run under your desk," said Kelsey calmly.

"Eeeeeek!" screamed Mrs. Smith along with the rest of the class.

### STORY QUESTIONS

- Which statement best describes Kelsey as implied in the reading passage?
  - Kelsey is lazy and tired most of the time.
  - Kelsey is curious and likes to explore.
  - Kelsey is timid, shy, and introverted.
  - Kelsey is easily distracted and has a hard time paying attention.
- Which sentence explains the problem in this story?
  - Kelsey had a hard time sitting through her classmate's reports.
  - When she was right, Kelsey thought she was wrong.
  - Kelsey was offended by her teacher.
  - Kelsey had been given a warning to keep quiet.
- What does the word *perused* mean as used in the passage?
 

a. indict	c. restrict
b. read carefully	d. flippantly



Name \_\_\_\_\_

Date \_\_\_\_\_

## SURPRISE ATTACK

Ellie put on all the layers of clothing she could before she went outside to meet up with her friends. It had been snowing all day and all night. The snow was wet now and in places it was melting. Ellie had been waiting all day to build a snow fort.

"Hey, Ellie," called Ashlyn. Ashlyn was Ellie's neighbor and the two had worked together to design the snow fort on paper. It was going to be elaborate and detailed. It was going to be great.

Ashlyn had already begun making blocks of snow. Ellie tromped through the wet snow and plopped down on the ground next to Ashlyn.

"Oh, man, the snow is melting!" cried Ellie.

"It sure is," said Ashlyn, "but if you pack it well enough, it seems to hold."

Ashlyn smoothed out the blocks of snow and began building the foundation. Just then a snowball went flying through the air.

"What was that?" called Ellie, but as she ducked another snowball whizzed by her head.

Peter Crowler let out a laugh and took off around the side of Ellie's house.

"It's an ambush," cried Ashlyn, "Quick! Grab a block of snow! Let's get him!"

Ellie grabbed a block of snow but was met with a snowball . . . in her face!

"Oooph!" called Ellie. She felt a sting in her eyes but willed herself not to cry. This was ridiculous. She furiously packed some more snow together in her hands and threw it in all directions.

### STORY QUESTIONS

- What would be another good title for this story?
  - "Race Against Time"
  - "A White Christmas"
  - "The Snow Fort"
  - "Snowball Alert"
- What can you conclude about Peter after reading the passage?
  - He likes to play pranks on people.
  - He is good at building snow forts.
  - He is learning to ice skate.
  - He is helpful and calm.
- Which sentence helps you best answer the previous question?
  - Peter Crowler let out a laugh and took off around the side of Ellie's house.
  - "It's an ambush," cried Ashlyn, "Quick! Grab a block of snow! Let's get him!"
  - She felt a sting in her eyes but willed herself not to cry.
  - Ellie put on all the layers of clothing she could before she went outside to meet up with her friends.



Name \_\_\_\_\_

Date \_\_\_\_\_

## BIRTHDAY BANG

Lola had waited all day for her birthday party to begin. She had invited peers from her school class, but she was worried now that she had made a mistake. Miranda was bossing all the boys around and Ryan had threatened to dunk her head in the sink. Today was supposed to be fun and exciting; instead, it was turning into a headache. Why had she invited anyone to her party?

Lola's mother came down the stairs into the basement with root beer floats.

"Here you are, Lola dear. Let me know when you are ready for the hamburgers and I will turn the grill on."

Fortunately, Ryan and Miranda had calmed down a bit. Lola's mom went back upstairs without realizing what a mess this party was turning out to be. That is when things deteriorated. Jake leaned over to get the root beer float in the middle and ended up knocking three or four down in the process. Cold root beer flowed on Kate's dress.

Kate stood up furious and yelled, "Food fight!"

She grabbed a root beer float and tossed it at Jake. Ryan grabbed the potato chip bowl and dumped it on Miranda's head. Miranda grabbed two root beer floats and splashed them back at Ryan.

Lola sat back stunned. She could not believe what she was seeing. The food and drinks were flying. Just then, her mother walked down the stairs. Ryan tossed a bowl of watermelon in her direction. Lola cringed.

### STORY QUESTIONS

1. Which of the following statements is a fact?
  - a. Lola invited both boys and girls to the birthday party.
  - b. Lola's mother is not going to be very happy about the food fight.
  - c. Lola's mother is expecting poorly behaved guests.
  - d. Lola is trying to teach her mom patience.
2. What would be another good title for this story?
  - a. "The Root Beer Floats"
  - b. "The Difficulty of the Party"
  - c. "Friendship Concerns"
  - d. "Birthday Party Gone Awry"
3. What is another word for *peers* as used in this story?
 

a. instructors	c. relatives
b. adults	d. acquaintances



Name \_\_\_\_\_

Date \_\_\_\_\_

## DOUBLE VISION

Kaylor jumped up to rebound the basketball and came down on an opponent's elbow instead.

"Ohhhh!" groaned Kaylor. He knew he was going to have a black eye now.

The next day at school, the kids teased him about his black eye. It was funny for a little while, but Kaylor was growing weary of the jokes. Besides, his peripheral vision seemed kind of funny and it worried him. It was not just his hurt eye that was bothering him. It was both eyes. Everything seemed blurrier than usual. Kaylor had insisted on playing the rest of the game even though his eye was swollen.

That night over dinner, Kaylor decided to broach the subject with his parents.

"Would it be possible to have my vision affected after the collision last night?" asked Kaylor quietly.

"What do you mean?" asked Mom with a hint of tension in her voice.

"I just was wondering," said Kaylor.

"Wondering what?" inquired Dad. "Is there a problem with your vision, son?"

"Kind of," said Kaylor wishing he had never said anything.

"We are going to go straight to the doctor tomorrow," said Mom.

The next day at the doctor's office, Dr. Parker gave him a thorough check up. After the checkup Dr. Parker called Kaylor's mom in to explain that Kaylor needed glasses.

"Is this a result of the bump to his eye?" asked Kaylor's mom.

"No. It's a result of Kaylor's eyes needing glasses to improve his vision," said Dr. Parker with a chuckle.

### STORY QUESTIONS

1. The main idea of the first sentence is to . . .
  - a. set the tone of the story.
  - b. introduce the main character and setting.
  - c. introduce foreshadowing.
  - d. explain the climax of the story.
2. Another word used for *peripheral vision* is . . .
 

a. blinding.	c. side view.
b. formation.	d. secondary.
3. Which sentence explains the problem in this story?
  - a. "Would it be possible to have my vision affected after the collision last night?" asked Kaylor quietly.
  - b. Kaylor jumped up to rebound the basketball and came down on an opponent's elbow instead.
  - c. It was not just his hurt eye that was bothering him.
  - d. After the checkup Dr. Parker called Kaylor's mom in to explain that Kaylor needed glasses.



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

## A GREEN THUMB

Kathryn had been working for hours in her grandmother's garden. It was a favorite pastime of hers. She loved the feel of the moist, warm dirt, and the sound of the birds in the air. It had been a wonderful summer so far. Kathryn was anxious to see the fruits of her labor in the garden. She had planted all different types of flowers, and she was checking each day for a bloom from the green stalks poking their heads through the ground.

Things had not been easy for Kathryn. She had been fighting all summer. First it was the soil. She had raked all of the rocks out of it and tirelessly removed any clods of dirt. She had added fertilizer and other additives to make the soil healthy and strong. Then the slugs came along. Slugs and grubs were eating any plants and seeds she sowed. Finally, she fought the weather. After weeks of drought, the rains finally came, but then they wouldn't stop. Water had washed away the first crop of seeds. In despair, Kathryn stood outside dripping wet, setting up a net to prevent her soil from eroding. It worked temporarily.

Kathryn's grandmother took delight in Kathryn's hard work and diligence.

"It's going to pay off, dear," she cooed to Kathryn each time she arrived to work in the garden.

Kathryn always responded with the same comment. "My thumb doesn't look very green." Kathryn knew that she needed to be patient.

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### STORY QUESTIONS

1. What would be another good title for this story?
  - a. "Lost and Found in the Garden"
  - b. "Hiring Scarecrows"
  - c. "Work Before Play"
  - d. "Gardening Is Hard Work"
2. What can you conclude about Kathryn after reading the passage?
  - a. She is loved and adored by her friends.
  - b. She is a good at math.
  - c. She is learning self defense.
  - d. She is hard working.
3. Which sentence helps you answer the previous question?
  - a. "It's going to pay off, dear," she cooed to Kathryn each time she arrived to work in the garden.
  - b. Things had not been easy for Kathryn. She had been fighting all summer.
  - c. Water had washed away the first crop of seeds.
  - d. "My thumb doesn't look very green."

Name \_\_\_\_\_

# Lunch in the Inlet

## action verbs

An action verb is a word that tells what someone or something is doing.

**Fill in the blanks with verbs from the list or choose your own. Use each word only once.**

- |         |          |         |         |        |
|---------|----------|---------|---------|--------|
| appears | captures | cruises | devours | glides |
| gulps   | scouts   | shines  | sift    | slides |
| slips   | snags    | snaps   | teems   | sits   |

The inlet \_\_\_\_\_ calm and quiet.

Below, the murky water \_\_\_\_\_ with life.

A crayfish \_\_\_\_\_ at a passing minnow.

The minnow \_\_\_\_\_ small water organisms.

A pike \_\_\_\_\_ its territory.

His meal \_\_\_\_\_ right across his path.

Ducks \_\_\_\_\_ along the surface of the water.

Duck bills \_\_\_\_\_ through the mud looking for treats.

A little, green frog \_\_\_\_\_ on a lily pad.

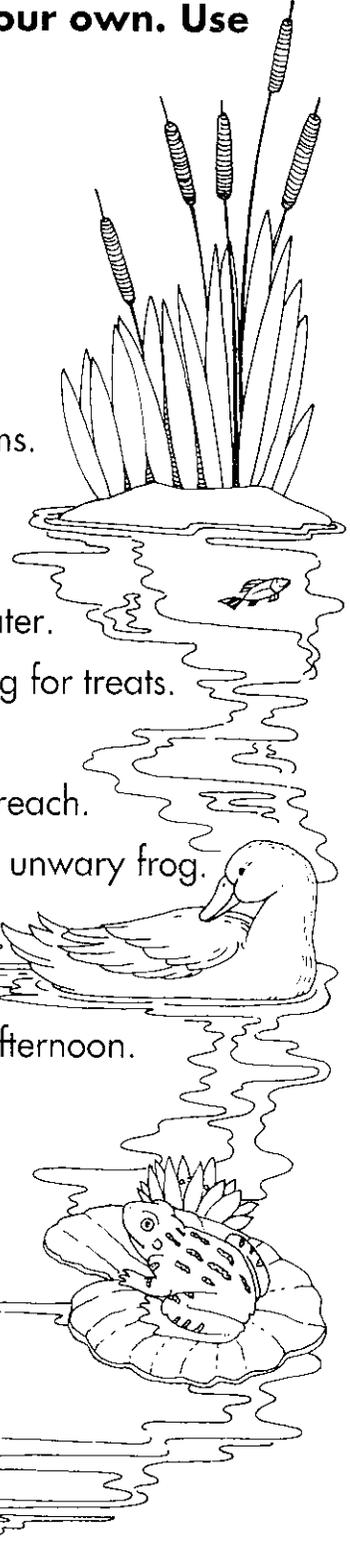
The frog \_\_\_\_\_ a fly buzzing just out of reach.

A snake \_\_\_\_\_ into the water eyeing the unwary frog.

The snake \_\_\_\_\_ the frog.

A turtle \_\_\_\_\_ off a log.

The sun \_\_\_\_\_ down beginning a lazy afternoon.



### Review Work

Write an *I* above each indefinite pronoun.

### Draft Book

Find a page of your writing in your Draft Book or write a story about what happens in the cafeteria during lunch. Underline the nouns with yellow and the verbs with blue.

Name \_\_\_\_\_

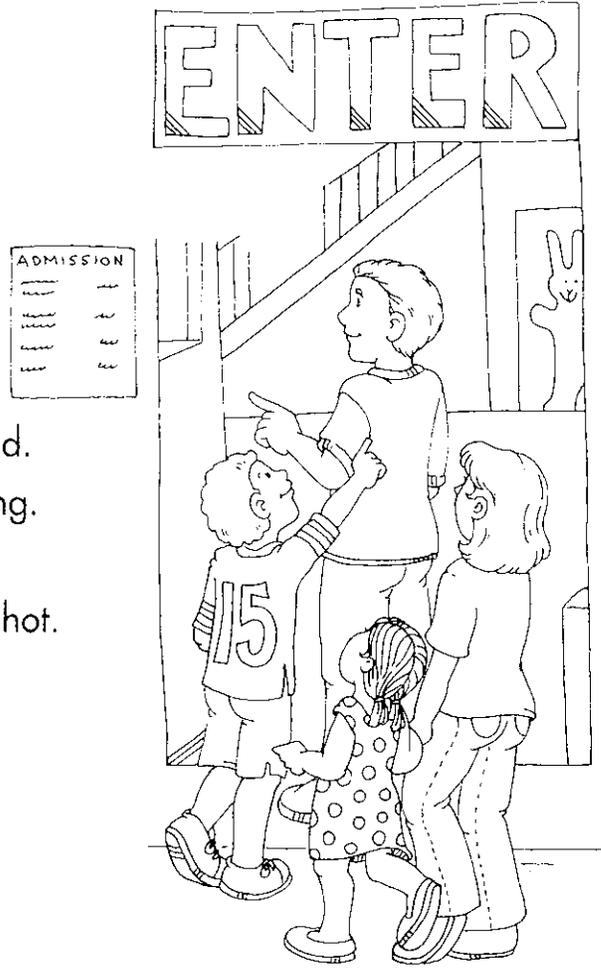
# ▶ Give a Helping Hand ◀ helping verbs/ verb phrases

Helping verbs are verbs that help main verbs express tense. There are 23 helping verbs. A verb phrase acts as a single verb and is made of a main verb with one or more helping verbs. Up to three helping verbs can precede the main verb. *Would, should, shall, and will* are helping verbs. Forms of the following verbs are also helping verbs:

- be: am, are, is, was, were, be, being, been
- do: do, does, did
- have: have, has, had
- may: may, must, might
- can: can, could

### Circle the helping verbs. Underline the verb phrases.

- The fleas did jump through the cat's fur.
- The water is pouring into the basement.
- The ant had scurried into the anthill.
- We are going to the amusement park.
- I am excited to be here.
- The lights can be dimmed with this switch.
- Max was entitled to his turn.
- The puppy must have tried to jump onto the bed.
- That jam would make a good ice-cream topping.
- The bird had flown into the bushes.
- We should weed the garden before it gets too hot.
- The tickets may cost too much.
- Emma's family might go to the zoo tomorrow.



### Review Work

Underline the nouns with yellow.

### Draft Book

Write 10 sentences that use helping verbs. Circle the helping verbs. Underline the verb phrases with blue.

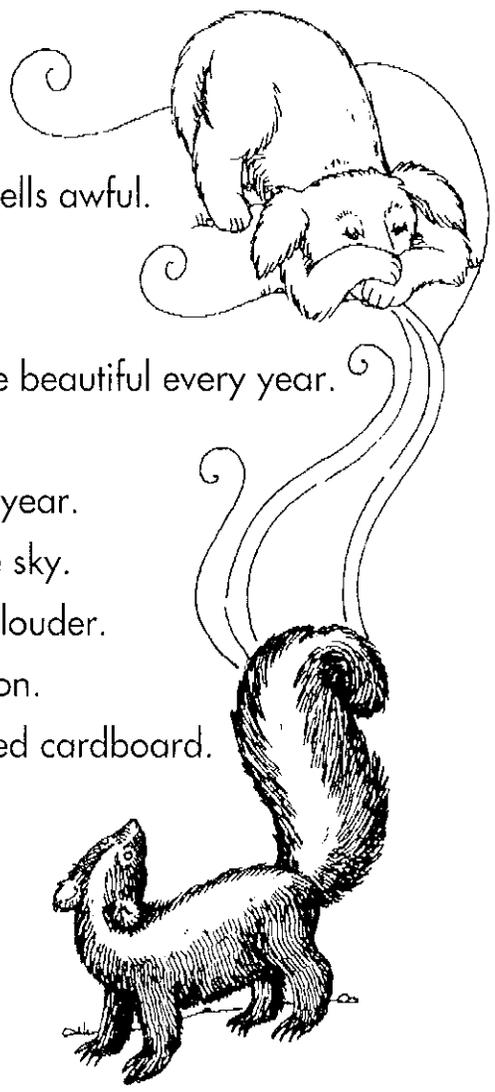
Name \_\_\_\_\_

# ▶ Link Them Together ▶ linking verbs

A linking verb is a verb that does not show action. It links or joins something in the predicate to the rest of the sentence. It does not have an action verb after it. Forms of the verb *to be* are the most common linking verbs. There are eight forms of the verb *to be*: *am, are, is, was, were, (will) be, (am, are, was, were) being, (have, has, had) been*. Other linking verbs include forms of these verbs: *to appear, to become, to feel, to grow, to look, to remain, to seem, to smell, to sound, and to taste*.

### Underline the linking verbs.

- The knitted mittens are very warm.
- The food on the table appears appetizing.
- The neighbor's dog, who was sprayed by a skunk, smells awful.
- The garbage can by the door is full.
- That frozen drink tastes fruity.
- The lilac bushes, planted when I was born, grow more beautiful every year.
- Haley, April's big sister, is our junior counselor.
- Amber, my younger cousin, will be in first grade next year.
- The moon was like a huge orange ball hovering in the sky.
- The music, which played for hours, grew increasingly louder.
- Ms. Tolio, my mom's friend, is a pediatric neurosurgeon.
- Mom's new scissors are sharp enough to cut corrugated cardboard.
- Mr. Grogan, my orthodontist, is nice.
- Last night Venus was visible low in the sky.



### Review Work

Draw a star above each person noun.

### Draft Book

Write 10 sentences that use linking verbs. Use a variety of the linking verbs listed above. Underline the linking verbs with blue.

# Ancient Greece

## Section 3



### MAIN IDEAS

1. The Greeks created myths to explain the world.
2. Ancient Greek literature provides some of the world's greatest poems and stories.
3. Greek literature lives on and influences our world even today.

## Key Terms and People

**mythology** body of stories about gods or heroes that tries to explain how the world works

**Homer** author of two great epic poems, the *Iliad* and the *Odyssey*

**Sappho** most famous lyrical poet of ancient Greece

**Aesop** author of the world's most famous set of fables

**fables** short stories that offer lessons on living

## Section Summary

### MYTHS EXPLAIN THE WORLD

Instead of science the ancient Greeks used **mythology**—stories about gods or heroes—to try to explain how the world works. The Greeks believed that the gods caused natural events, from the rising of the moon to thunderstorms. Everything was attributed to the gods, from disasters to daily events.

The Greeks believed that Demeter, the goddess of agriculture, caused the seasons. Hades, the god of the underworld, kidnapped Demeter's daughter.

Demeter struck a bargain to get her daughter back for half of the year, during the spring and summer. In the winter, she missed her daughter, and because of her grief the plants did not grow.

Some myths told not of gods, but of heroes. Each city had its own hero, real or fictional, who would slay terrible monsters. The most famous Greek hero was Hercules. The Greeks loved to tell these stories.

We often use the word "myth" as a synonym for "lie" or "untruth." Do you believe this is correct? Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

According to Greek mythology, which seasons did Demeter get her daughter back?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Section 3, *continued*

**ANCIENT GREEK LITERATURE**

Because of their love of stories, Greek writers produced great works of literature and some of the world's most famous stories. Among the earliest and most influential are the epic poems the *Iliad* and the *Odyssey*, by the poet **Homer**. It is thought that Homer lived some time during the 800s-700s BC. Scholars are not sure if Homer actually existed, but the poems were central to Greek lore and education. The *Iliad* told the story of the Myceaneans' war with the Trojans. The *Odyssey* told of the Greek hero Odysseus' long journey home after the war.

Other forms of literature were also popular. Lyric poetry, recited by the poet while playing the lyre, was especially prized. The most famous lyric poet was a woman, **Sappho**. Fables, or short stories that offer the readers lessons on life, were also popular. The most famous fable writer was **Aesop**, who was said to live sometime before 400 BC. Aesop's fables are still commonly told today.

If Homer did not exist, how do you think the *Iliad* and the *Odyssey* were composed?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is lyric poetry?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**GREEK LITERATURE LIVES**

Greek literature, language, and art have had a great influence on modern culture. The English language is peppered with Greek expressions: a long journey, for example, is called an "odyssey" after Odysseus. Many places are named after Greek gods. Greek myths and stories have inspired painters, writers, and filmmakers for centuries.

The Greek word for people is "demos." What political system is known in English by a word derived from "demos"?  
\_\_\_\_\_  
\_\_\_\_\_

**CHALLENGE ACTIVITY**

**Critical Thinking: Drawing Inferences** The later Greeks believed that their greatest literary works from earlier times were written by individual authors. Historical evidence suggests that these early works actually represented stories that evolved and changed with successive generations of poets. Write a paragraph describing why scholars might doubt the existence of writers like Homer and Aesop.

Section 3, *continued*

Achilles	Aesop	fables	Hercules
Homer	mythology	Sappho	Zeus

**DIRECTIONS** Answer each question by writing a sentence that contains at least one word from the word bank. Not all words are used.

1. What is the modern expression that refers to a person's weak spot and is based on a figure from Greek mythology?

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2. What was one way that Greek writers taught people important lessons about life?

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3. How did the ancient Greeks explain weather, seasons, and natural disasters?

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4. What are the two great epic poems of early Greece, and who wrote them?

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5. What famous Greek hero fought monsters and killed the nine-headed hydra?

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

## HELPING HANDS

“Where do we put the firewood?” asked Sue.

“That’s not firewood,” replied Dad laughing. “It’s paperwork, Sue.”

“If we hurry, we can be done by lunch time,” said Sue.

Sue and her family were helping their neighbors, the Crowleys, pack up for a move to another city. Sue wasn’t thrilled about helping them, but what could she say? Her dad was always volunteering her services without asking her permission. Sue was getting used to it.

“Help!” yelled Cindy from the back of the house. Sue ran to help her sister who was balancing a very heavy mirror on her knee.

“Why do they even have this?” muttered Sue. “It’s too heavy to hang. They have so much junk it’s ridiculous. You can barely move in here!”

“How can you say that?” asked Cindy. “Don’t people get to decide for themselves how they want to live? There are people who think lizards for pets are disgusting and you have three of them.”

“You can’t compare my lizards to this filthy mess,” defended Sue. “Besides, my lizards are considered rare, exotic animals.”

“My point is that everyone has different likes and dislikes. You can’t be critical of others just because you have different tastes and interests. We are here to help, not to judge,” said Cindy.

“When you put it that way, it makes me sound pretty harsh. Where did you get these ideas?” queried Sue.

Sue walked over to the mirror and picked it up. “I can probably help with this.”

### STORY QUESTIONS

- What is meant by the word *queried* as used in the story?
  - looked down on
  - corrected
  - placed blame
  - inquired
- Which words describe Sue’s feelings about helping the Crowleys move?
  - apprehensive, tired, frustrated
  - excited, thrilled, unsure
  - angry, furious, unsettled
  - not thrilled, disgusted, annoyed
- Which sentence from the story portrays Sue’s change of heart?
  - “My point is that everyone has different likes and dislikes.”
  - Sue walked over to the mirror and picked it up. “I can probably help with this.”
  - “Where did you get these ideas?” queried Sue.
  - “You can’t compare my lizards to this filthy mess,” defended Sue.



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

### AN APPLE A DAY

"Be careful!" called Grandma.

Ella climbed higher into the apple tree. "I'm fine as long as I don't drop my bucket," she called.

"It's not the bucket I'm worried about," said Grandma. "It's my granddaughter. One slip and you could break your arm or back or something!"

"Don't worry, Grams. I'll be careful! Besides, I can reach lots of apples up here!" yelled Ella.

"Just be careful," cautioned Grandma.

"Oh, sick!" hollered Ella.

"What? What is it?" called Grandma with a hint of panic in her voice.

"Grams, there is a worm in this apple," said Ella.

Grandma breathed a sigh of relief. "Is that all?" she asked. "Worms are just a part of growing apples."

"That's so disgusting," answered Ella.

"Disgusting, yes, but inevitable. We've been growing apples for decades. You're always bound to run into some worms. It's like life, you know. You've got to cut the worms out. There are going to be some tough times, but you make the best of it and keep going," explained Grandma.

"Why can't you just do away with the worms? There's a spray you can put on them," said Ella.

"I am sure there is a spray, too," said Grandma, "but why would I spray something on my apples just to eliminate something very natural? The worms aren't hurting anybody."

"Even though they are disgusting?" asked Ella.

"I don't look at them for long," explained Grandma. "Besides, a little protein never hurt anybody!"

Ella threw her head back and laughed.

### STORY QUESTIONS

1. What does the word *eliminate* mean as used in this passage?
  - a. crisscross
  - b. get rid of
  - c. ambled
  - d. awaken
  
2. Which sentence portrays Grandma's love for Ella?
  - a. Ella threw her head back and laughed.
  - b. "Worms are just a part of growing apples."
  - c. "It's my granddaughter. One slip and you could break your arm or back or something!"
  - d. "But why would I spray something on my apples just to eliminate something very natural? The worms aren't hurting anybody."



Name \_\_\_\_\_

Date \_\_\_\_\_

## HATS OFF TO RULES

"Hats off, boys," called Mrs. Stephens. "You know the rules."

"What rule?" asked Kyle as he reached for his head.

"Yeah! What rule?" asked Robby with irritation in his voice.

"Mr. Robinson initiated the new rule about no hats last Friday," explained Mrs. Stephens. "Weren't you there?"

"I guess we must have missed that," said Kyle.

As the boys pulled off their hats, they headed towards the locker room.

"Man! What's so bad about wearing a hat? Things seem to be getting stricter and stricter around here!" muttered Robby.

"I don't know," reasoned Kyle. "It does seem like there is a new rule around here every day. Next thing you know we're not going to be allowed to talk."

"You can't be serious," boomed a voice behind them. Kyle and Robby looked at each other and then in the direction of the voice.

Just then Mr. Green came around the corner. Mr. Green was the P.E. teacher. He was excellent at sports and had a fun personality. He would joke and tease with the boys and was a friend to all.

"It's a matter of respect," explained Mr. Green. "In the old days, it was disrespectful to wear a hat indoors. Is that too much to handle?"

Robby looked at Kyle. Kyle reasoned, "I guess it makes a little sense. It's hard for us to see why it's so disrespectful."

"It won't be too hard to change. You might need to fix your hair, though," said Mr. Green laughing.

### STORY QUESTIONS

- Which of the following statements would be new information to the reader?
  - Robby and Kyle are friends.
  - Mr. Green is respected by the boys at the school.
  - Robby and Kyle are on Mr. Green's basketball team.
  - Mr. Green is trying to help Robby and Kyle adjust to the changing rules.
- Which sentence explains the problem in this story?
  - Robby and Kyle were upset about being in trouble.
  - Robby and Kyle want to protest the new rule.
  - Robby and Kyle do not have much respect for Mrs. Stephens.
  - Robby and Kyle are upset about the new hat rule.
- What sentence shows the boys working towards the resolution to the story?
  - "It won't be too hard to change. You might need to fix your hair, though," said Mr. Green laughing.
  - Kyle reasoned, "I guess it makes a little sense. It's hard to for us to see why it's so disrespectful."
  - "Yeah! What rule?" asked Robby with irritation in his voice.
  - "It does seem like there is a new rule around here every day. Next thing you know we're not going to be allowed to talk."



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

### STORM TROOPER

Jason and his father were driving to the grocery store to pick up some milk. It had been a weird day. The sky was dark but there were few clouds. As they drove up the street, there started to be a rumbling sound heard across the ground.

Jason’s father immediately realized that a tornado was coming. He stopped the car and instructed Jason to get out immediately. Jason and his dad got out of the car and worked their way to the closest building. By this time the wind was raging, and it was hard to see or hear. Debris was falling all over the place. Jason couldn’t see his dad anymore. He also realized that he wasn’t getting to the building fast enough. He was afraid he would be picked up by the wind and thrown into the air.

As he worked his way towards the building, he noticed a field to his right. He could see the irrigation ditch that dipped down. In a panic he scrambled to the ditch and lay flat on the ground. More debris and objects flew overhead. Jason stayed crouched down. His heart was pounding, and he was nervous. He had never been in a tornado before.

After awhile, the winds died down and the loud roaring sound was gone. Jason slowly lifted his head and peered around. The landscape as he once knew it was destroyed. Jason could barely recognize the buildings in front of him because of all the damage.

He stood up and with shaky legs walked to the building. Once there, he pried the door open and went inside. It was a public building owned by the city. It was vacant, but Jason could hear noises further inside. He walked into the large room and caught a glimpse of his dad. He raced across the room and gave him a big hug.

“Jason! How are you? I’ve been worried sick about you!” said his father. “I couldn’t find you anywhere!”

Jason breathed a sigh of relief and sat down. Did he ever have a story to tell!



### STORY QUESTIONS

1. Which paragraph explains the problem in the story?
 

a. first paragraph	c. third paragraph
b. second paragraph	d. fourth paragraph
  
2. What inferences can you make about Jason?
  - a. Jason is upset with his father.
  - b. Jason tries to follow very high expectations.
  - c. Jason doesn’t take life too seriously and can adjust easily.
  - d. Jason is quick-thinking and self-sufficient.
  
3. What is the meaning of the word *debris* as used in the story?
 

a. wreckage	c. barrier
b. parts of the tornado	d. metal pieces



Name \_\_\_\_\_

Date \_\_\_\_\_

## ORGANIZED CRIME

Kendra opened her eyes. Could it really be morning already? It had been a late night as Kendra drove home with the softball team from Denver. The ride had been long and monotonous. Kendra got little sleep on the bus and didn't get home until 3:00 A.M.

"Rise and shine, sweetheart. You've got some work to do," whistled Dad. He was always happy in the morning.

"What do you mean work?" asked Kendra groggily. "Today is Saturday. Can I at least have a break?" demanded Kendra.

"I know you're tired, Kendra, but thanks to your friends, you've got some work to do," replied Dad.

"What do my friends have to do with this?" thought Kendra as she closed her eyes again.

Dad threw open the drapes. He looked as though he was admiring a pretty view. Kendra squinted in the sunlight.

"Close the window, Dad," called Kendra. She cleared her throat.

"If I close the window, then you will miss the artwork of your friends!" explained Dad.

Kendra slowly rose to her feet and walked to the window. When Kendra caught the glimpse of what her friends had done, she gasped. The once green lawn and yard was completely covered in toilet paper. The artwork done by Kendra's friends looked more like a toilet paper factory.

Kendra groaned and slid back into bed. "What kind of friends would do this?" she thought. Just then Kendra grinned as she imagined her friends going to all this trouble.

### STORY QUESTIONS

- Using inference, what were Kendra's eventual feelings about what her friends had done?
  - indifferent
  - upset
  - embarrassed
  - amused
- Which sentence indicates Kendra's feelings about what her friends did?
  - Just then Kendra grinned as she imagined her friends going to all this trouble.
  - "What kind of friends would do this?" she thought.
  - When Kendra caught the glimpse of what her friends had done, she gasped.
  - Kendra groaned and slid back into bed.
- What is the meaning of the word *groggily* as used in the passage?
  - happily
  - dazedly
  - annoyingly
  - lovingly

Name \_\_\_\_\_

# ▶ It Happened Before

## ▶ past tense

Tense tells time. It informs the reader when the sentence takes place. If the action happened in the past, it is past tense. There are several ways to make a verb past tense.

Usually, add *ed* or *d* to a verb: box + ed = boxed, wave + d = waved

If a verb ends with a consonant + *y*, change *y* to *i* and add *ed*:

carry - y + i + ed = carried.

If a verb has a short vowel with one consonant, double the consonant then add *ed*: tip + p + ed = tipped, stop + p + ed = stopped.

**Use the rules above to make the verbs past tense.**

rustle	_____	end	_____
bat	_____	cry	_____
splatter	_____	trip	_____
agree	_____	snap	_____
ship	_____	create	_____

**Write the correct past tense verb on each line.**

Julio (copy) \_\_\_\_\_ his work onto clean paper.

The kitten (pounce) \_\_\_\_\_ on the ladybug.

Quincy (try) \_\_\_\_\_ spinach for the first time.

The firefighter (parachute) \_\_\_\_\_ into the fire zone.

Paulo (hurry) \_\_\_\_\_ to his piano lesson.

Annabelle (play) \_\_\_\_\_ with her cousin.

Brett (shop) \_\_\_\_\_ for new shoes.



### Review Work

Write an *SS* above the simple subject in each sentence.

### Draft Book

Choose five verb pairs (present and past tense). Write two sentences for each verb. Use the present tense verb in one sentence and the past tense verb in the other.

Name \_\_\_\_\_

# Now or Then

## past and present tense

Tense tells time. When it happened in the past, it is past tense. When something happens now, it is present tense.

**Underline the verb in each first sentence. Write the past tense of the verb in each second sentence.**

Children crawl through the obstacle course.

Yesterday, they \_\_\_\_\_ through by the hundreds.

Mosquitoes bother the horses.

They \_\_\_\_\_ the dogs last week.

Hector bounces on the trampoline.

He \_\_\_\_\_ on it with Andy earlier.

Meg and I roll the cookie dough very carefully.

We \_\_\_\_\_ enough dough to make six dozen cookies.

The doctor inoculates the child.

She \_\_\_\_\_ several children this morning.

Tara and Nell drift along on the inner tubes.

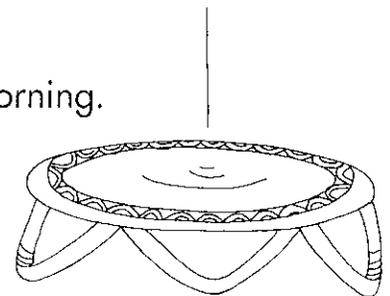
They \_\_\_\_\_ downstream.

The news helicopter hovers over the scene.

It \_\_\_\_\_ there until the photos were taken.

Mark tastes the broccoli salad.

He \_\_\_\_\_ the artichoke dip earlier.



### Review Work

Underline the subject nouns in the first sentences with yellow. Underline the pronouns that replaced them in the second sentences with red.

### Draft Book

Find a story you wrote in your Draft Book. Put boxes around verbs with *ed* endings.

Name \_\_\_\_\_

# Now and Then

## past and present tense

Tense tells time. It informs the reader when the sentence takes place. One way to make a verb past tense is to add *ed* to the end.

**past tense:** Sam **studied** for the test.

**present tense:** Sam **studies** for the test.

An irregular verb becomes past tense by changing its spelling.

**example:** catch/caught, shine/shone, sting/stung

**Circle the simple predicate. Identify the tense of the verb by writing *past* or *present* on the line.**

Bees buzz around the daisies.

Maddie brushes sand from her legs.

Kali ate ice cream.

The parakeet nibbled on crackers.

Fiona bandages the cut on her knee.

Cameron sharpened his pencils for the test.

Kris disturbs the teacher.

Brad and Jeremy left the theater.

The hamsters race around their cages.

Andy wrote a great acrostic poem.

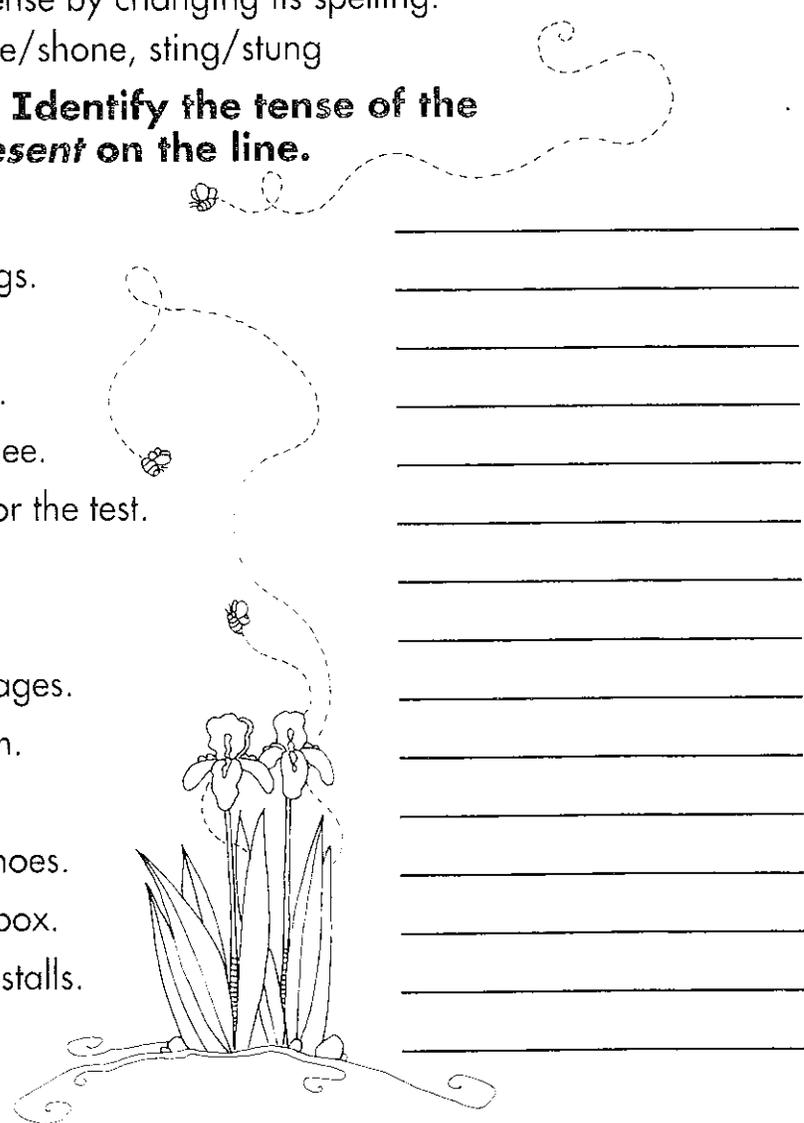
Sally photographs our field trips.

My brother taught me to tie my shoes.

Willie shovels sand into the sandbox.

Jennifer threw hay into the horse stalls.

Dillon cried for his bottle.



### Review Work

Write an *SS* above each simple subject.

### Draft Book

Write five sentences using present tense verbs and five sentences using past tense verbs.

Name \_\_\_\_\_

# Things to Come

## future tense

Tense tells time. It informs the reader when the sentence takes place. To make a verb future tense, add the helping verb *will* before the singular present tense form of the verb. If the verb has an ending, drop it before adding *will*.

**example:** Bob **rakes** the lawn. Bob **will rake** the lawn.  
Jan **ate** the apple. Jan **will eat** the apple.

### Write the correct future tense verb on each line.

Jeremy (builds) \_\_\_\_\_ a birdhouse.

Allie (caught) \_\_\_\_\_ some fish.

The boat (cruises) \_\_\_\_\_ around the channel.

Blake and Rico (jumped) \_\_\_\_\_ into the pool.

The class (observes) \_\_\_\_\_ the plants as they grow.

Jess (painted) \_\_\_\_\_ that set of chairs.

The monkey (grabbed) \_\_\_\_\_ the rope.

Quinn (helped) \_\_\_\_\_ make the cake.

Sydney (completed) \_\_\_\_\_ the book.

A dolphin (bumps) \_\_\_\_\_ the boat gently.

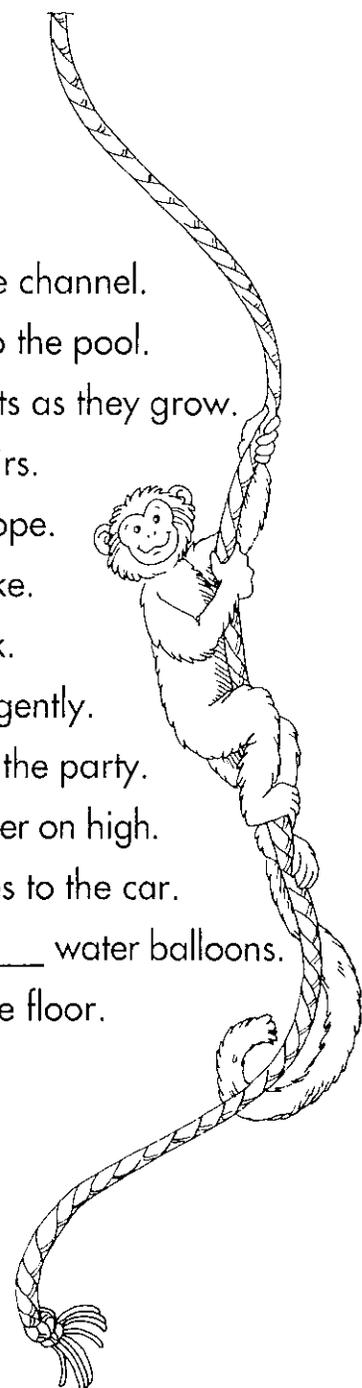
Jordi (brought) \_\_\_\_\_ cupcakes for the party.

The sauce (burns) \_\_\_\_\_ with the burner on high.

Sukie (carries) \_\_\_\_\_ the blueberries to the car.

Ian, Marshall, and Jacob (threw) \_\_\_\_\_ water balloons.

The silverware (clatters) \_\_\_\_\_ to the floor.



### Review Work

Underline the nouns with yellow.

### Draft Book

Write about an imaginary trip using future tense verbs.

Name \_\_\_\_\_

# Past, Present, or Future

**verb  
tenses**

Verbs use tenses to tell when something is happening.

**Underline the verbs. If a verb is future tense, underline both the main verb and the helping verb *will*. Circle past, present, or future.**

The barrel collects rainwater.	past	present	future
Jamie writes to her friend.	past	present	future
Layne will microwave the popcorn.	past	present	future
Jackie planted the garden.	past	present	future
Marco will arrange the flowers.	past	present	future
The soup boiled over onto the stove.	past	present	future
Chris will lounge in the hammock.	past	present	future
The saw cut through the tree limb.	past	present	future
The driver backed into the parking space.	past	present	future
Hailey slapped the card onto the table.	past	present	future
The chef prepares dinner.	past	present	future
The jellyfish will float on the waves.	past	present	future
Meg pesters her sister.	past	present	future
Ernie will bait the hook.	past	present	future
Nell will chew the strawberry bubble gum.	past	present	future
Maddie and Deb manipulate the controls.	past	present	future
Rich searched for frogs and crayfish in the pond.	past	present	future

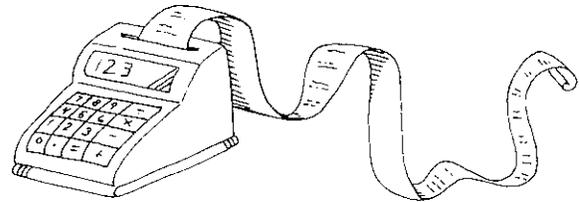
## Review Work

Underline the nouns with yellow.

## Draft Book

Write two sentences for each verb tense.

Underline the verbs with blue. Label the sentences past, present, or future tense.





6th Group



ARKANSAS AMI  
LEARNING GUIDE  
Supporting Continuous Learning in Arkansas

Student Name:

Homeroom Teacher's Name:

Grade level:

**AMI PROGRESS REPORT- Self Reporting**

**PBS Programming:**

**I was able to watch:**

- All 5 days of programs (2 hours each day)
- 4 days
- 3 days
- 2 days
- 1 day
- Did not watch

**Literacy Corner:**

**Mark the learning opportunities that you completed:**

- Read at least 4 days
- Vocabulary Graphic Organizer
- Great Yellowstone Writing
- Write a Creative Story
- Travel Magazine
- Presentation
- Create a Timeline
- Dogs and Cats
- Read and Answer Questions: *Age of Exploration* and *Club for Explorers*
- Journal Writing
- FREE Choice

**Math Mania:**

Please complete math pages attached or go online to Mr. Hartle's Google Classroom to complete assignment.

**THINK like a Scientist!**

**Mark the learning opportunities you completed:**

- Pet observation
- Compare and Contrast
- T-chart
- Field Guide
- Dogs and Cat
- Season Observation

Upload, email or send in 3 pieces of your work from the week that shows your progress in completing the learning opportunities in literacy, math or science.





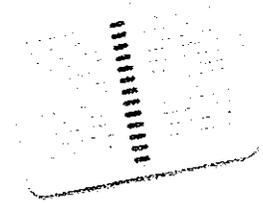
PBS Arkansas Shows and Times	
<b>Nova Cat Tales &amp; Dog Tales</b> Monday & Wednesday 11:00-12:00	What does science say about the human relationship with cats? Nova Cat Tales explores all types of cats and our relationship with these furry friends.  Follow the epic journey of dog domestication and see what science says about dogs' love.
<b>Great Yellowstone Thaw</b> Mon. Wed 12-1 Fri. 11-12	Journey with Kirk Johnson to Yellowstone, where wolves, grizzlies, beavers and Great Gray owls survive one of the greatest seasonal changes on the planet. As the temperature swings 140 degrees, cameras capture how the animals cope.
<b>PBS Expedition</b> Tuesday 11:00-12:00	Head into the unknown with naturalist Steve Backshall as he journeys to the world's last unexplored places and faces challenges around the globe, encountering extraordinary wildlife and meeting remarkable people along the way.
<b>Breakthrough Ideas</b> Tuesday 12:00-1:00	Take a mind-blowing journey through human history, told through six iconic objects that modern people take for granted, and see how science, invention and technology built on one another to change everything. These are the secrets of how we got to our modern world.
<b>Nova Animal Espionage</b> Thursday 11:00-12:00	How do you study giant armadillos when hardly anyone has ever seen one? Or figure out if a whale is losing weight—without getting too close? Camera and drone technologies are allowing scientists to watch animals more closely than ever before, without disturbing them.
<b>Wild Metropolis</b> Thursday 12:00-1:00	Discover the extraordinary animals adapting to life in the world's most loved cities, and witness the remarkable ways they meet the challenges of surviving in the newest habitat on the planet.
<b>Big Pacific</b> Friday 12:00-1:00	Plunge into the Pacific with researchers and cinematographers and see the ocean's rare and dazzling creatures in a way never before seen on television. The show examines an ocean that covers a third of the Earth's surface.
Play <b>Vocabulary BINGO</b> throughout the week: As you watch PBS shows look and listen for keywords on the tv. When you get 4 words across, down or diagonal, you have a BINGO.	

**Literacy Corner**  
 Choose at least 4 literacy learning opportunities to practice your reading, writing and communication skills. Don't forget to grab a good book and **read daily**.

- Vocabulary Graphic Organizer:** Pick 5 words from the BINGO card and make a vocabulary organizer for each of your words (Define, draw, write a synonym, & use in a sentence).
- Great Yellowstone Writing:** Imagine you are traveling through Yellowstone during the seasonal change. Describe what captured your attention and what makes Yellowstone so magnificent. What changes occurred, and how did it impact the

animals of Yellowstone?

- **Write a Creative Story:** After watching *Breakthrough Ideas*.. Imagine that you woke up the next day and one of the iconic objects no longer existed. Which object? How was the world immediately impacted? What happened next?
- **Travel Magazine:** Choose a place you would like to visit or live. **Research facts** about that place, and write an article for a travel magazine that will entice others to visit that place. Include graphics and details.
- **Presentation:** Time for YOU to be the expert! **Make a presentation** about something you learned this week. Be sure to include facts and pictures. This can be done on paper, poster, google presentation, etc. You can present for family at home or video chat with family and friends for a learning experience for all!
- After watching *Breakthrough Ideas*, **Create a timeline** to demonstrate the evolution of the airplane over time. Add the most important points in time. Provide a brief description at each point indicated in the timeline.
- **Dogs and Cats:** This week after watching the shows, *Cat Tales* and *Dog Tales*, collect information and take notes. Use your notes to write an explanatory paper on the differences in behaviors of cats and dogs.
- **Read and answer questions** about the articles, *The Age of Exploration* and *A Club for Explorers*
- **Journal Writing:** Begin keeping a daily journal or diary on the current pandemic.
- **FREE Choice-** What are your interests? Choose a topic and create a document, presentation or performance that will teach someone else about your topic.



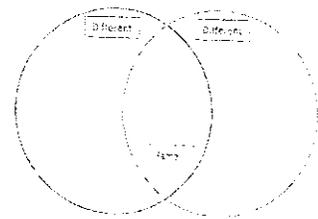
## Math:

- Please complete the pages for math in the packet or go online to Mr. Hartle's Google Classroom for his assignment.

## THINK like a Scientist!

Choose at least 2-3 science learning opportunities for the week.

- **Pet Observation:** After watching *Dog Tales* and *Cat Tales*, observe the behavior of a dog or cat. Do you see any similarity between your observation and the program? Explain to someone what you noticed. Who is the prey or the predator? How do they search for food?
- **Compare and Contrast:** Draw a Venn Diagram to compare a dog and a wolf or a house cat and a big cat. How are they the same and how are they different?
- Make a **T-chart** and identify some things (*traits, characteristics*) that you like about cats and identify some things that you dislike about cats.
- **Field Guide:** Go outside, look under rocks, in the grass and on trees to find 4 different types of insects. Create your own field guide of insects by drawing and labeling each one you find.





- **Dogs and Cats:** This week after watching the shows, *Cat Tales* and *Dog Tales*, collect information and take notes. Use your notes to write an explanatory paper on the differences in behaviors of cats and dogs.

- **The Season** is changing in Arkansas. Go outside and make notes about evidence of seasonal change. Take notice of plants, animals, and human behaviors.

## FUN ZONE

- ★ **Get active-** Dance, do exercises, create an obstacle course, go for a walk or run.
- ★ **Perform-** Write and perform an original song or dance.
- ★ **Play** a family game. (Uno, Heads Up, Battleship, Chess, etc...)
- ★ **Create a masterpiece-** Paint or draw an image of your choice.
- ★ Check out [PBS.org](http://PBS.org) for additional learning opportunities for each show.



# WEEKLY SCHEDULE



	Monday	Tuesday	Wednesday	Thurs	
9:30 am	Ready, Set, Go! Wake up, eat breakfast, and get dressed for the day!				
10:00 am					
11:00 am	Watch Grades 6-8 Arkansas PBS - 11:00-1:00 each day				
1:00 pm					
2:00 pm					
3:00 pm					
4:00 pm					
5:00 pm					
6:00 pm					
7:00 pm					
8:00 pm					
9:00 pm	<b>Great time to READ!</b>				
10:00 pm	Light's out				

Schedule Your Week: Literacy (4-5 times), Math (3-5 times), Science (2-3 times), breaks, time to play outside, lunch, snack, chores, quiet time, family time, presentations, fun zone, dinner, etc.



### Vocabulary Bingo Directions:

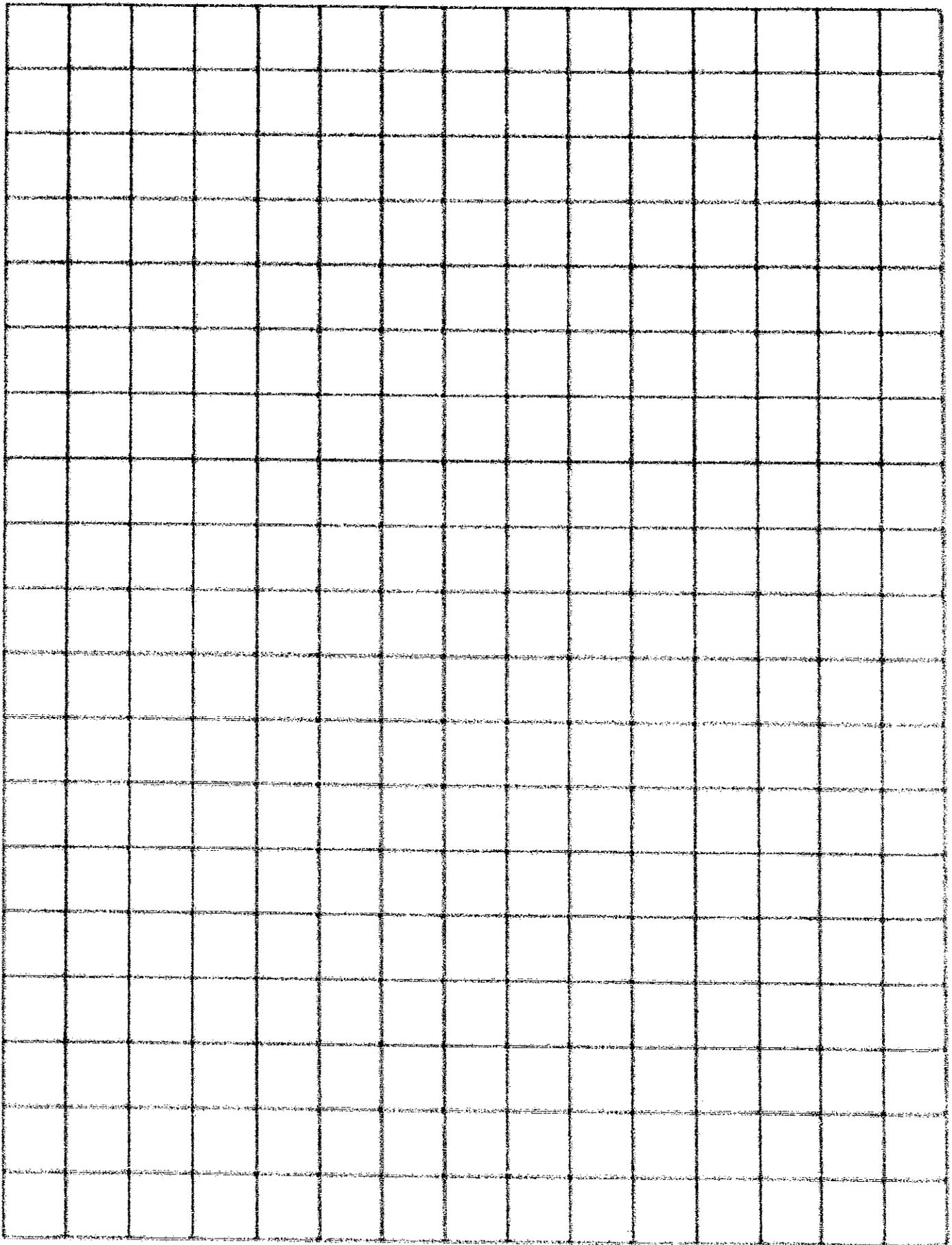
As you watch PBS shows this week, look for keywords on the TV. If you see a word on the BINGO Card, put a BINGO chip (money coin, fruit loop) or color the square.

When you get 3 words across, down or diagonal, you have a BINGO. YOU WIN!

Bonus Activity: Touch a word and ask a parent, brother or sister to share what they know about the meaning of the word. You can do this as many times as you like to learn more about words.

# Vocabulary BINGO

<b>Gyroscope</b> a device consisting of a wheel or disk mounted so that it can spin rapidly about an axis which is itself free to alter in direction	<b>Caribou</b>	<b>Evolve</b>	<b>Sustained</b>
<b>Audacity</b> Willingness to take bold risks	<b>Reservoir</b> a large natural or artificial lake used as a source of water supply	<b>Traits</b>	<b>Vikings</b>
<b>Anticipation</b>	<b>Emerging</b>	<b>Enigmatic</b> difficult to interpret or understand; mysterious	<b>Adapting</b>
<b>Dehydration</b>	<b>Dwindling</b>	<b>Navigation</b>	<b>Mammals</b>



Student Name:

Homeroom Teacher's Name:

Grade level:

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