

UNIT
2**How does growing up change us?****Reading 1: "Ancient Kids"****Vocabulary****Key Words** *Use with Student Edition page 65.*

Write a word from the box next to its definition.

ancient	ceremony	citizen	education	rights	rituals
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Example: rights : things you are allowed to do, according to law or moral ideas

1. _____ : process of learning in a school or other program of study
2. _____ : formal observances and procedures
3. _____ : someone who lives in a particular town, area, or country
4. _____ : formal event that happens in public on special occasions
5. _____ : happening or existing very far back in history

Use words from the box to complete the sentences.

6. My grandfather is a _____ of Mexico.
7. I believe that every child should go to school and get a good _____.
8. The mask that the archaeologist found in the old palace was _____.
9. The priest performed all of the _____ the same way every week.
10. A family member's wedding _____ is a very important tradition in my family.

Vocabulary**Academic Words** *Use with Student Edition page 66.*

Read the paragraph below. Pay attention to the underlined academic words.

The arts and literature of the classical societies of Greece and Rome still have an impact on our own cultural life today. Each feature of ancient art can be seen in the paintings and sculptures of our own day and time. The writings of Greek philosophers, such as Plato and Socrates, still influence modern philosophy. And modern plays have many elements from classical theater.

Write the academic words from the paragraph above next to their correct definitions.

Example: philosophy : the study of what it means to exist, what good and evil are, what knowledge is, or how people should live

1. _____: quality, element, or characteristic of something that seems important, interesting, or typical
2. _____: relating to a particular society and its way of life
3. _____: belonging to the culture of ancient Greece or ancient Rome

Use the academic words from the paragraph above to complete the sentences.

4. An interesting _____ of this flower is its unusual petals.
5. I want to study the _____ writers of the Roman period in my English class.
6. Studying _____ made her wonder about the meaning of life.
7. There are many _____ differences between the two countries.

Complete the sentences with your own ideas.

Example: I think that life in classical Greece was very exciting.

8. One common feature of all schools is _____.
9. I think that attending cultural activities and sporting events is _____.
10. The study of philosophy is _____.

Word Study**Spelling Words with Long Vowel Sound /ē/**

Use with Student Edition page 67.

REMEMBER The long /ē/ sound can be spelled several different ways. These include *e* as in *she*, *ee* as in *street*, *ea* as in *wheat*, *ie* as in *yield*, *y* as in *lady*, and *ey* as in *donkey*. Knowing these patterns helps you spell and say the words correctly.

Read the words in the box. Then write each word under the correct category in the chart.

even	each	irony	achieve	monkey	thief
season	shady	evil	beet	attorney	weekend

/ē/ spelled e	/ē/ spelled ee	/ē/ spelled ea
even		
/ē/ spelled ie	/ē/ spelled y	/ē/ spelled ey

Write the letter-sound pattern in each word.

Examples: we /ē/ spelled e

- cheap _____
- chief _____
- botany _____
- barley _____
- speed _____
- agony _____
- sweet _____
- brief _____
- speak _____

Reading Strategy Compare and Contrast

Use with Student Edition page 67.

REMEMBER Comparing and contrasting things in a selection helps you understand what you read. When you compare, you show how things, ideas, facts, persons, events, and stories are similar. When you contrast, you show how things, ideas, facts, persons, events, and stories are different.

Read each passage and answer the questions that follow.

Edgar missed his friends and his room at home in the city. He wanted to play soccer down at the park and go for ice cream afterwards. He even missed the school and the cars buzzing by the playground all afternoon.

After a while, however, he began to like living at his grandfather's house. The quiet was so different from home. And he loved the bay. He liked fishing and throwing stones into the water. He even liked hearing about his grandfather's time in the military.

1. How are the city and the bay different?

2. How does Edgar feel about the different places he has lived?

Sarah was puzzled. She looked at the two dogs. They were so different. One was small and fluffy and jumped around a lot. The other was bigger, moved less, and gave Sarah goofy looks.

The man who ran the shelter said, "They are both two years old and ready for adoption. It really depends on what you're looking for."

Sarah thought she was looking for a small dog. However, there was something about the big eyes of the bigger dog she really liked. This was going to be a tough decision.

3. In what ways are the dogs alike?

4. In what ways are the dogs different?

5. How does comparing and contrasting help you understand a story?

Comprehension*Use with Student Edition page 74.***Choose the best answer for each item. Circle the letter of the correct answer.**

1. In ancient Greece, boys went to school and _____.
 - a. girls went to school, too
 - b. girls stayed home to help their mothers
 - c. girls worked away from home
2. What did boys in ancient Greece learn about at school?
 - a. the arts, war, and how to be a good citizen
 - b. science, technology, and computers
 - c. English, Spanish, and Chinese
3. Who was the “head of the family” in ancient Rome?
 - a. the eldest son in the family
 - b. the mother
 - c. the oldest male in the family
4. Which jobs were women in ancient Rome not allowed to have?
 - a. lawyer, teacher, and government jobs
 - b. mother and homemaker
 - c. business manager
5. Did poor children go to school in ancient Rome?
 - a. Yes, they went to school.
 - b. No, they studied at home with their parents.
 - c. They did not go to school or study anywhere.

Extension*Use with Student Edition page 75.*

In the column on the left, list five things that you think were fun about living in one of the ancient cultures you read about. In the column on the right, list five things that you think were difficult about living in one of the ancient cultures.

Fun Times	Difficult Times
boys learned to sail boats	girls couldn't continue in school

Grammar**Showing Contrast: Coordinating Conjunctions**

Use with Student Edition page 76.

REMEMBER The coordinating conjunctions *but* and *yet* contrast two ideas. The conjunction usually begins the second clause and is preceded by a comma. The second clause shows the contrasting idea.

Example: My friend loves reading books, but I prefer watching movies.

Circle the best way to complete each sentence.

1. In ancient Greece, boys went to school, but _____.
a. girls had to stay home b. girls wore a special locket
2. In ancient Rome, boys and girls could go to school, yet _____.
a. poor families could not afford school b. children went to school at age seven
3. Mayan boys and girls played with toys that had wheels, but _____.
a. the Maya did not use wheels for transportation b. the Maya used animals in their art

Choose an ending from the boxes to make a sentence with the best contrast.

but they did have a system of writing.	yet they also offer great enjoyment.	but the Romans used bricks.	yet they also grew cotton and beans.	but the Greeks built things of great beauty.
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4. The Romans built useful things, _____
5. The Greeks used marble in their buildings, _____
6. The Maya people's main crop was corn, _____

Showing Contrast: Conjunctive Adverbs *Use with Student Edition page 77.*

REMEMBER A conjunctive adverb is used with two complete sentences. The conjunctive adverb begins the second sentence and is followed by a comma. The second sentence shows a contrasting idea. Some examples are *however*, *nevertheless*, and *nonetheless*.

Example: My family wants to go skiing. However, it did not snow very much this month.

Match the sentences below. Then rewrite them in your notebooks using conjunctive adverbs.

- _____ 1. In ancient Greece, girls mostly helped their mothers at home or in the fields.
- _____ 2. In ancient Greece, children did not have school books.
- _____ 3. In ancient Rome, women were not allowed to hold jobs in government.
- _____ a. They learned poetry and stories from history.
- _____ b. They were allowed to own land.
- _____ c. Sometimes they went to visit neighbors or to a festival or funeral.

Write a new sentence to contrast with each sentence below. Use the conjunctive adverb in parentheses.

1. (However) Both cats and dogs make good pets.

2. (Nevertheless) Sometimes rainy days are boring.

3. (Nonetheless) Both gold and silver are metals.

Writing**Write a Friendly Letter** *Use with Student Edition pages 78–79.*

Complete the organizer with your own parts of a friendly letter to an older family member. Write about an event in your life. Tell what happened in time order.

(Date)	
(Greeting)	
(Body)	
	(Closing) (Signature)

Use the Peer Review Checklist below to obtain feedback from your partner. This feedback will help you edit your final draft.

Peer Review Checklist

- ☐ Is the letter addressed to an older family member?
- ☐ Does it include all five parts of a friendly letter?
- ☐ Does it tell about an event in the writer's life?
- ☐ Does it tell what happened in time order?
- ☐ Are coordinating conjunctions used correctly?
- ☐ Could changes be made to improve the letter?

UNIT
2
How does growing up change us?
Reading 2: from *Becoming Naomi León*
Vocabulary
Literary Words Use with Student Edition page 81.

REMEMBER Dialogue is the exact words spoken by two or more characters. Writers use dialogue to show what the characters in a story are like.

Example: “I am too tired to play another game,” said Elena.

The **setting** is the time and place where a story occurs. Identifying the setting will help you understand what is happening in the story.

Example: The sun rose so hot over the desert that Lucia awoke at first light.

Read each passage. Write *setting* if its purpose is to describe a setting. Write *dialogue* if its purpose is to tell about words spoken by characters.

Setting or Dialogue	Passage
setting	When I was a young man, I lived in New York City. It was 1920, the year I turned fifteen.
1.	Rosa pressed her face to the airplane window. “Oh Mom, I’m so excited!” she said. “In another hour we’ll be in France!”
2.	Nate woke up and immediately remembered that it was New Year’s Day. “Welcome to 2019,” he said to himself.
3.	Mandy had lived in the same small town in Australia her whole life. She loved it there. She had known all her friends since kindergarten.
4.	I’d never really wanted to visit my aunt in Canada, but now that I was spending the summer here, I was very excited.
5.	It was the year 1988. I’d just started the sixth grade at Bedford Junior High in Marion, Kentucky, U.S.A.

On the lines below write a brief dialogue. You can use made-up characters or people you know. Be sure to reveal the setting in your dialogue.

Vocabulary**Academic Words** Use with Student Edition page 82.

Read the paragraph. Pay attention to the underlined academic words.

Sometimes two people have a conflict they can't solve. In such cases, it's often wise to seek a counselor. The counselor can assist by guiding them through the process of conflict resolution. The counselor can also help them strengthen the bond they feel with each other.

Write the letter of the correct definition next to each word.

Example: C assist

- | | |
|-------------------|--|
| _____ 1. conflict | a. a series of actions that someone does in order to achieve a particular result |
| _____ 2. bond | b. a disagreement |
| _____ 3. process | c. help someone do something |
| | d. a feeling or interest that unites two or more people or groups |

Use the academic words from the exercise above to complete the sentences.

4. Maha had a _____ with her brother about who was going to wash the dishes.
5. I enjoy the _____ of developing photographs.
6. Because they both liked soccer, the boys developed a strong _____.
7. Because he can cook so well, my father will _____ me with making dinner.

Complete the sentences with your own ideas.

Example: I like to assist my friends with their math homework.

8. There was a conflict among my friends about _____.
9. I am interested in the process of _____.
10. The family member I have the closest bond with is _____ because _____.

Word Study**Suffixes -ness, -tion, and -ation**

Use with Student Edition page 83.

REMEMBER A *suffix* is a letter or letters added to the end of a word to make a new word. Suffixes change the word's part of speech and meaning. Sometimes the word's spelling changes when a suffix is added, as in *note* + *ation* = *notation*.

Look at the chart. Add the suffix *-ness*, *-tion*, or *-ation* to create a new word. Write the new word on the chart. Then write its meaning.

Word	Suffix	New Word	Definition
Example: sad	-ness	sadness	unhappiness
1. willing	-ness		
2. digest	-tion		
3. motivate	-tion		
4. reserve	-ation		
5. calculate	-ation		

Create a new word by adding the suffix *-ness*, *-tion*, or *-ation* to each word. Use a dictionary if needed. Then write the definition next to the new word.

Examples: float + ation = flotation a device that helps something float

6. eager _____
7. investigate _____
8. inspire _____
9. create _____
10. stipulate _____

REMEMBER When you visualize something you read, you make a picture of it in your mind. When you read, notice descriptive words and the images the writer has created.

Read the passage and answer the questions that follow.

Bai thought it was the most awesome thing he'd ever seen. The whale was blue-gray and glistening just below the surface of the water. It was so large and so close that from where he was standing, he couldn't see its head or the tail, just its massive body. It was gliding by in the water, just seven meters from his boat. Slowly, the whale started to descend into the water, its shimmering skin becoming just a dark patch. Moments later, he saw a spurt of water about 20 meters from the ship—water from the whale's blowhole. It seemed that the whale was saying goodbye.

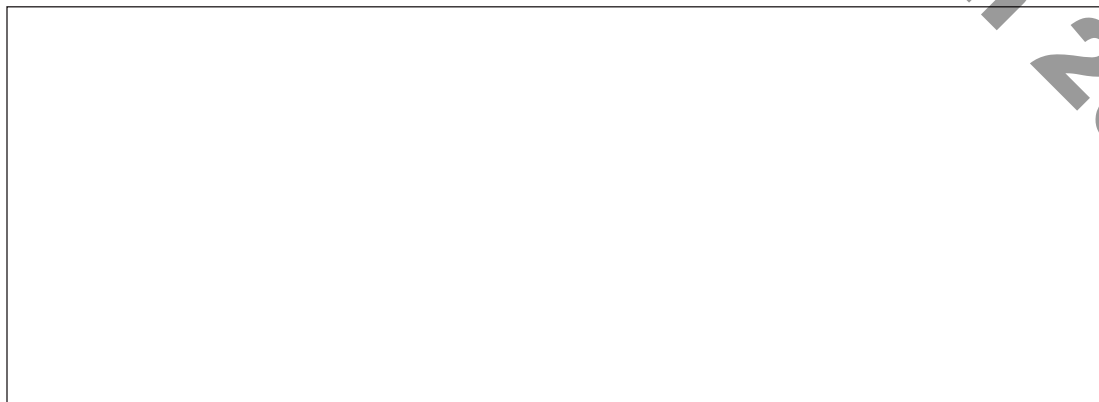
1. What is the passage about?

2. What is the strongest image in the passage?

3. What words in the passage help you make a mental picture of the whale?

4. How can the skill of visualizing help you to understand a story more clearly?

5. Draw a picture of the scene described in the passage. Be sure to include details from the passage in your drawing.



Comprehension

Use with Student Edition pages 90–91.

Choose the best answer for each item. Circle the letter of the correct answer.

1. Naomi and her father bonded through _____.
 - a. carving
 - b. playing games together
 - c. traveling
2. Naomi's father taught her _____.
 - a. how to sell his carvings
 - b. how to cook special Mexican dishes
 - c. how to find the magic in the figurines
3. Naomi, her brother, and her grandmother leave Mexico _____.
 - a. with her father
 - b. to go back to California to settle the custody problem
 - c. and move to Arizona, U.S.A.
4. Naomi's father told her not to be sad because _____.
 - a. they found each other and everything was fine
 - b. he made her a special gift to remember him by
 - c. they would live in Mexico
5. It is hard for Naomi to leave Mexico because _____.
 - a. she hates the weather in California
 - b. she is worried about her future
 - c. she doesn't want to live with her grandmother

Response to Literature

Use with Student Edition page 91.

Write a few sentences explaining what you think Naomi meant by the statement *My pen seemed too heavy to lift.*

Use with Student Edition page 92.

REMEMBER A direct quotation is enclosed in quotation marks (“ ”) at the beginning and at the end of the quotation. If the phrase identifying the speaker comes first, use a comma before the quotation and start the quotation with a capital letter.

Example: He said, “Let’s go to the movies.”

If the phrase identifying the speaker comes afterwards, a comma follows the quotation. Do not capitalize the speaker unless it is a proper noun.

Example: “Let’s go to the movies,” he said.

If the quotation is interrupted, use quotation marks for both parts of the quotation.

Do not capitalize the second part of the quotation.

Example: “Well,” he said, “it’s raining today. Let’s go to the movies.”

Add the correct punctuation to these sentences.

1. Afnan said I am going to do my homework earlier.
2. I will help you with your work Maria said.
3. We don’t know said Mama if she is going to have dinner with us.
4. You need to study more the teacher said.
5. Chun said you didn’t tell us about the test tomorrow.

Are these quotations correctly punctuated or not? Check (✓). Then correct the mistakes.

	Correct	Incorrect
6. “It’s not fair,” said Mariana.	<input type="checkbox"/>	<input type="checkbox"/>
7. Ricardo said “Where are you taking us?”	<input type="checkbox"/>	<input type="checkbox"/>
8. Why don’t you ask for help,” he said when you need it?	<input type="checkbox"/>	<input type="checkbox"/>
9. “It’s too dark to see anything, said Daiyu.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. It’s late,” said her mother “and you need a good night’s sleep.”	<input type="checkbox"/>	<input type="checkbox"/>

Direct Quotations: Questions *Use with Student Edition page 93.*

REMEMBER Use a phrase with the reporting verb *ask* when you quote a question directly. A comma comes after the phrase if it comes first. Use a capital letter at the beginning and a question mark (?) at the end of the quotation. The final quotation marks come after the question mark.

Example: I asked, "Can I use your computer?"

Which sentence in each pair is correct? Mark the correct sentence with a ✓.

1. _____ I asked, "Where is the computer room?"
 _____ I asked, "Where is the computer room?"
2. _____ "Is it time for lunch," they asked.
 _____ "Is it time for lunch?" they asked.
3. _____ Fernando asked, "can you help me?"
 _____ Fernando asked, "Can you help me?"
4. _____ "What time is it now?" The teacher asked.
 _____ "What time is it now?" the teacher asked.
5. _____ His father asked, Where are you going?"
 _____ His father asked, "Where are you going?"

Complete the sentences with direct quotations. Use correct punctuation.

6. I asked my friend _____
7. My parents asked me _____
8. _____ my teacher asked.
9. _____ I asked.

Writing**Write about a Character and Setting**

Use with Student Edition pages 94–95.

Complete your own chart for a paragraph about a made-up character in a realistic setting. Include a quotation for your character and sensory details for the setting in your paragraph.

Character (Who)
Setting (Where and When)

Use the Peer Review Checklist below to obtain feedback from your partner. This feedback will help you edit your final draft.

Peer Review Checklist

- ☐ Does the writer create an interesting character?
- ☐ Does the writer tell how the character looks, acts, and thinks?
- ☐ Are precise words and sensory details used to describe a believable setting?
- ☐ Does the writer narrate events with specificity and detail?
- ☐ Are grammar and usage correct, including direct quotations?
- ☐ Could changes be made to improve the story?

UNIT
2**How does growing up change us?****Reading 3:** “Growth Facts: The Long and Short of It” /
“The Old Grandfather and His Little Grandson”**Vocabulary****Key Words** *Use with Student Edition page 97.*

Write a word from the box next to its definition.

average	conversion	height	length	rate	weight
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Example: average: having qualities that are typical of most people or things

1. _____: the act of changing something from one form, system, or purpose to another
2. _____: the measurement of something from one end to another
3. _____: the number of times something happens over a period of time
4. _____: how heavy someone or something is
5. _____: how tall someone or something is

Use the words from the box to complete the sentences.

6. I use a _____ chart to change miles to kilometers.
7. When my doctor measured my _____, she discovered I had grown taller.
8. When I measured the _____ of the hallway, I discovered that it was longer than I had expected.
9. I am tall for my age; my mom says my height is above _____.
10. My hair grows at a very fast _____.

Vocabulary**Academic Words** *Use with Student Edition page 98.*

Read the paragraph below. Pay attention to the underlined academic words.

My grandmother's generation always used to say, "An apple a day keeps the doctor away." Actually, it's important to eat a variety of foods from the fruit and vegetable category of the food chart every day. One major benefit of eating fruits and vegetables is all the vitamins they give you. For example, broccoli contains an enormous amount of vitamin C. Just one serving of broccoli contains 220 percent of the recommended daily allowance of vitamin C.

Write the letter of the correct definition for each word.

Example: C generation

- | | |
|---------------------------|--|
| <u> </u> 1. category | a. equal to a particular amount in every hundred |
| <u> </u> 2. percent | b. extremely large in size or amount |
| <u> </u> 3. enormous | c. group of people born and living at the same time |
| | d. a group of people or things that have similar characteristics |

Use the academic words to complete the sentences.

4. The treasurer had a _____ for each type of expense.
5. On her way to school, Ann Marie saw an _____ bird that looked like a hawk.
6. Kids in my _____ cannot imagine not having the internet.
7. I was glad when 60 _____ of the students supported my brother for class president.

Complete the sentences with your own ideas.

Example: I am in the same age category as my friend Alejandro.

8. An enormous challenge I have faced is _____.
9. Someone I admire from my grandparents' generation is _____.
10. I agreed with my friend one hundred percent when he said _____.

Word Study**Spelling Words with Long Vowel Sound /ō/**

Use with Student Edition page 99.

REMEMBER The long vowel sound /ō/ can be spelled in many ways, including *o* as in *hold*, *o_e* as in *bone*, *oa* as in *oak*, and *ow* as in *blow*. Knowing these four patterns can help you spell many words with the long /ō/ correctly.

Read the words in the box. Then write each word in the correct column of the chart.

robot	below	goat	cone	pillow	joke
coast	soda	grove	shallow	roast	host

/ō / spelled <i>o</i>	/ō/ spelled <i>o_e</i>	/ō/ spelled <i>oa</i>	/ō/ spelled <i>ow</i>
<i>robot</i>			

Write the letter-sound pattern in each word.

Example: toast /ō/ spelled oa

- mold _____
- zone _____
- flown _____
- gloat _____
- sold _____
- grown _____
- throw _____
- vote _____
- role _____

Use with Student Edition page 99.

REMEMBER You use visuals in a text to help you better understand what it is about. Visuals can be charts, maps, photographs, drawings, or diagrams.

Look at the visuals and text. Answer the questions that follow.

Conifers and Their Needles

Needles Are No Indication of Size of Full-Grown Tree

Redwoods and bristlecone pines both grow short needles instead of leaves. But while the bristlecone pine only reaches a height of about 9 m, coastal redwoods grow to an average height of 60 m!



U.S. Units

What size are these trees in U.S. units?

Take a look at the chart to see how the measurement rates compare.

Conversion Chart		
Metric		U.S. Customary Units
1 millimeter	=	0.039 inch
1 centimeter	=	0.39 inch
1 meter	=	3.28 feet
1 gram	=	0.035 ounce
1 kilogram	=	2.2 pounds

1. What do you think the article is about?

2. How do the pictures help you to understand the text?

3. How does the chart help you to understand the text?

4. What is one thing you learned from the information given?

5. How do you think the strategy of using visuals can help you to understand the text?

Comprehension

Use with Student Edition page 104.

Choose the best answer for each item. Circle the letter of the correct answer.

1. Kudzu is a plant from Japan that grows _____.
 a. slowly b. quickly c. only in the desert
2. Compared to other trees, the Paulownia tree from China produces three to four times more _____.
 a. leaves b. branches c. oxygen
3. Bristlecone pines grow new needles every _____.
 a. 40 years b. season c. year
4. The fastest growing animal in the world is _____.
 a. the blue whale b. coral c. a primate
5. An example of a U.S. customary unit is the _____.
 a. millimeter b. kilogram c. pound

Extension

Use with Student Edition page 105.

The folk tale “The Old Grandfather and His Little Grandson” is a reminder that you should treat people with care and respect. You should treat people the way you wish to be treated.

Write a sentence describing how you like to be treated.

Write a sentence about how you do not like to be treated.

REMEMBER Use the simple past to talk about actions that began and ended in the past. Form the simple past by adding *-d* or *-ed* to the base form.

Example: I walked to the zoo.

If a verb ends with a consonant + vowel + consonant pattern, you must double the final consonant before adding *-ed*.

Example: I nodded to my sister.

If the verb ends with consonant + *y*, change *y* to *i* and add *-ed*.

Example: I hurried to school.

Change the verbs in the box to the simple past, and write them in the correct place in the chart.

live drop try play watch stop carry increase enjoy rain like hop

Add <i>-d</i>	Add <i>-ed</i>	Change <i>y</i> to <i>i</i> , add <i>-ed</i>	Double consonant, add <i>-ed</i>

Circle the correct verb form.

1. We (walk / walked) to the park yesterday.
2. She did not (cry / cried) when she lost the game.
3. Did you (finish / finished) your homework?
4. It didn't (rain / rained) last weekend.
5. We (prepare / prepared) the dinner last night.
6. What food did you (like / liked) when you were little?

Simple Past: Irregular Verbs Use with Student Edition page 107.

REMEMBER Irregular verbs do not form the simple past by adding *-d* or *-ed*. Every verb is different and you will need to memorize them.

Complete the chart with the simple past of each verb.

Base form	Simple past	Base form	Simple past
give	<i>gave</i>	let	
make		eat	
say		take	
be		break	

Complete each sentence with the correct simple past form of the verbs in the box.

break	eat	have	let	make	say
-------	-----	------	-----	------	-----

- The grandfather _____ no teeth.
- He _____ his meals in the corner.
- "He _____ that bowl," she said.
- The old man _____ nothing.
- The boy _____ a bowl out of wood.
- They _____ the old man eat with them.

Use the verbs below to write three sentences in your notebooks about what you did (or didn't do) last weekend. Cross out the words when you use them. Try to cross out a line of verbs.

buy	read	find
eat	see	do
play	watch	clean

Writing**Write a Story from a Different Point of View**

Use with Student Edition pages 108–109.

Complete your own T-chart contrasting the perspectives of the original narrator from a familiar story with another character's point of view.

Narrator's Point of View	Another Character's Point of View

Use the Peer Review Checklist below to obtain feedback from your partner. This feedback will help you edit your final draft.

Peer Review Checklist

- ☐ Does the writer retell a familiar story?
- ☐ Is the story retold from a new point of view?
- ☐ Does the writing voice fit the story's new narrator?
- ☐ Are pronouns used correctly?
- ☐ Is the simple past used correctly?
- ☐ Could changes be made to improve the story?

Writing Workshop*Use with Student Edition page 144.*

Organize your ideas in the graphic organizer below.

CHARACTERS Who?	SETTING Where?	PROBLEM What is the conflict?	SOLUTION What is the resolution?

Use the Peer Review Checklist below to obtain feedback from your partner.
This feedback will help you edit your final draft.

Peer Review Checklist

- ☐ Does the story build to a climax?
- ☐ Do precise words tell how the characters look, act, and feel?
- ☐ Is the setting believable?
- ☐ Is the simple past of regular and irregular verbs used correctly?
- ☐ Do sentences vary in length and pattern?
- ☐ Could changes be made to improve the short story?

Learning Log

Use after completing page 109 in the Student Edition.

Underline the vocabulary items you know and can use well. Review and practice any you haven't underlined. Underline them when you know them well.

Literary Words	Key Words	Academic Words	
dialogue setting	ancient ceremony citizen education rights rituals average conversion height length rate weight	classical cultural feature philosophy assist bond conflict process	category enormous generation percent

Check (✓) the skills you can perform well. Review and practice any you haven't checked off. Then check (✓) when you can perform them well.

Skills	I can ...
Word Study	<input type="checkbox"/> spell words with the long vowel sound /ē/. <input type="checkbox"/> recognize and use suffixes <i>-ness</i> , <i>-tion</i> , and <i>-ation</i> . <input type="checkbox"/> spell words with the long vowel sound /ō/.
Reading Strategies	<input type="checkbox"/> compare and contrast. <input type="checkbox"/> visualize. <input type="checkbox"/> use visuals.
Grammar	<input type="checkbox"/> show contrast using coordinating conjunctions and conjunctive adverbs. <input type="checkbox"/> use the simple past of regular and irregular verbs. <input type="checkbox"/> use direct quotations for statements and questions.
Writing	<input type="checkbox"/> write a friendly letter. <input type="checkbox"/> write about a character and setting. <input type="checkbox"/> write a story from a different point of view. <input type="checkbox"/> write a short story.

Test Preparation**Test 1****DIRECTIONS**

Read this selection. Then answer the questions that follow it.

Quinceañera

- 1 Almost every culture in the world has coming of age ceremonies. These ceremonies mark the time when children are recognized as adults. In Latin American countries, girls have a ceremony called the quinceañera. The ceremony is held on or near the girl's 15th birthday.
 - 2 If the girl's family is religious, her special day will begin with a religious service. The family's religious leader will often be involved in some part of the ceremony. The girl may receive gifts of religious items, such as a rosary.
 - 3 After the religious ceremony, the girl's family holds a celebration in their home or in another location such as a banquet hall. The girl will often carry a doll, which represents the last doll of her childhood. The girl's father will exchange her flat shoes for heels, at which time the girl will give her doll to her father. She then dances with her father and godfather. Soon the other guests dance as well. The event ends with everyone making toasts and eating cake.
- 1 The subject of this passage is _____.
 - A weddings
 - B quinceañeras
 - C national holidays
 - D religious ceremonies
 - 2 Why does the girl put on heels?
 - A To dress like an adult
 - B To dance with her father
 - C To look taller
 - D To please her grandmother

Test 2

DIRECTIONS

Read this selection. Then answer the questions that follow it.

In Water and On Land

- 1 Most animals change as they grow older. Some animals change color while other animals grow larger. One special kind of animal grows new body parts and changes where it lives. This animal is an amphibian (am-FIB-ee-yuhn). Amphibians live in water at first, then later on land.
- 2 How do amphibians live in water and then live on land? First, all amphibians hatch from eggs. They are born in the water. They are born with gills and fins. They use their gills to breathe under water and their fins to swim.
- 3 When they are older, amphibians grow legs. They also grow lungs. Lungs are body parts that some animals use to breathe. The amphibians lose their gills and fins. Then they begin to live on land. They use their lungs to breathe and their legs to move on land.

- 1 What is paragraph 2 mainly about?
 - A How amphibians live in water
 - B How amphibians change as they grow
 - C How amphibians catch their prey
 - D How amphibians live on land
- 2 The selection is best described as ____.
 - A informative
 - B humorous
 - C entertaining
 - D expressive
- 3 What does the word *lungs* mean?
 - A Body parts that fish use to live on land
 - B Body parts that amphibians use to swim
 - C Body parts that animals use to breathe
 - D Body parts that animals use to move on land
- 4 According to the selection, amphibians change as they grow because ____.
 - A they use their fins to swim
 - B they live in water and then they live on land
 - C they use their lungs to breathe
 - D they live on land and then live in water

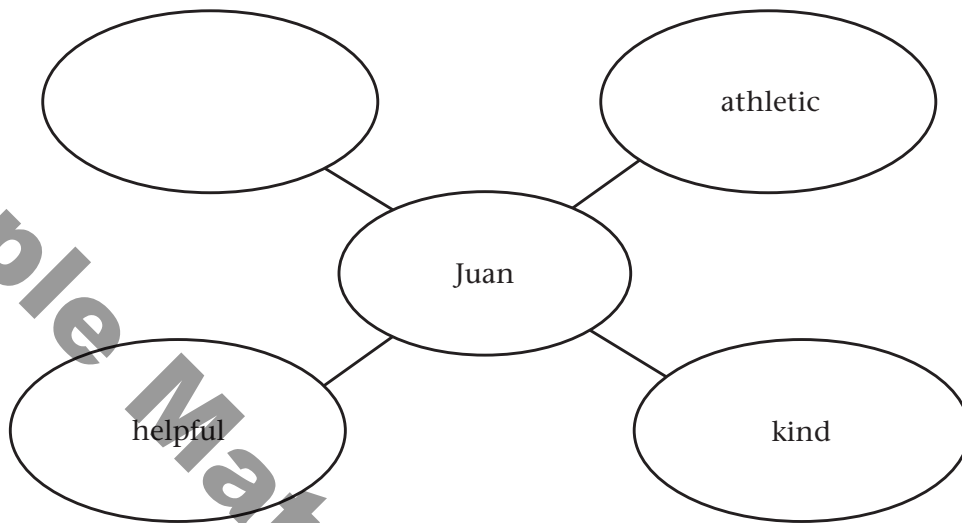
Test 3**DIRECTIONS**

Read this selection. Then answer the questions that follow it.

Juan's Report

- 1 Juan could not believe his bad luck. It was the last day before spring vacation, and Mrs. Delgado gave them homework. He had to find facts about how animals change as they grow, and then write a report about what he learned. Suddenly, he had a thought. His sister Maria was in Mrs. Delgado's class last year. Maybe she could help him.
- 2 When Juan got home, he went upstairs to Maria's room. He knocked on the door. "Maria, can I come in?"
- 3 "Sure, Juan," Maria said.
- 4 Juan walked in and sat down in a chair. "Maria, I need your help. Mrs. Delgado assigned us a report. We have to find facts about how animals change as they grow. I have no idea where to start," Juan moaned.
- 5 "Juan, why don't you ask Mom to take you to the library? The librarian can help you find books full of interesting facts."
- 6 "Good idea, Maria!"
- 7 Juan went downstairs and asked his mom to take him to the library. When they got there, Juan asked the librarian where he could find books with facts about animals. She helped him find some books. Juan sat down with his stack and began to read.
- 8 Juan found out that mammals, a type of animal, change a lot as they grow. He read that most young mammals are helpless when they are born. Their parents have to take care of them. The parents give them food and shelter. They also protect them from animals that want to eat them. When the young are old enough, their parents teach them how to find food and shelter. Juan wrote down a list of facts and took them home.
- 9 That night Juan wrote his report. He was surprised that he really enjoyed the assignment. He learned a lot of new facts about animals. Now he understood why Maria liked reading so much. However, he would not be reading during the whole vacation. He had a baseball game tomorrow afternoon, but maybe he could read about more animals tomorrow night.

Look at this graphic organizer. Then read items 1–4 about it. Circle the letter for the correct answer.



- 1 Which character trait best completes the web?
A funny
B lazy
C brave
D hardworking
- 2 What is paragraph 8 mainly about?
A how mammals change as they grow
B how different Maria is from Juan
C how Juan is unhappy about the assignment
D how Juan started working on his report
- 3 In paragraph 8, what words help the reader know what *mammals* means?
A helpless
B animals with hair and fur
C food and shelter
D a type of animal
- 4 According to the article, how do mammals change as they grow?
A They grow more hair.
B They learn to use gills to breathe.
C They learn to find food and shelter.
D They grow lungs and legs.

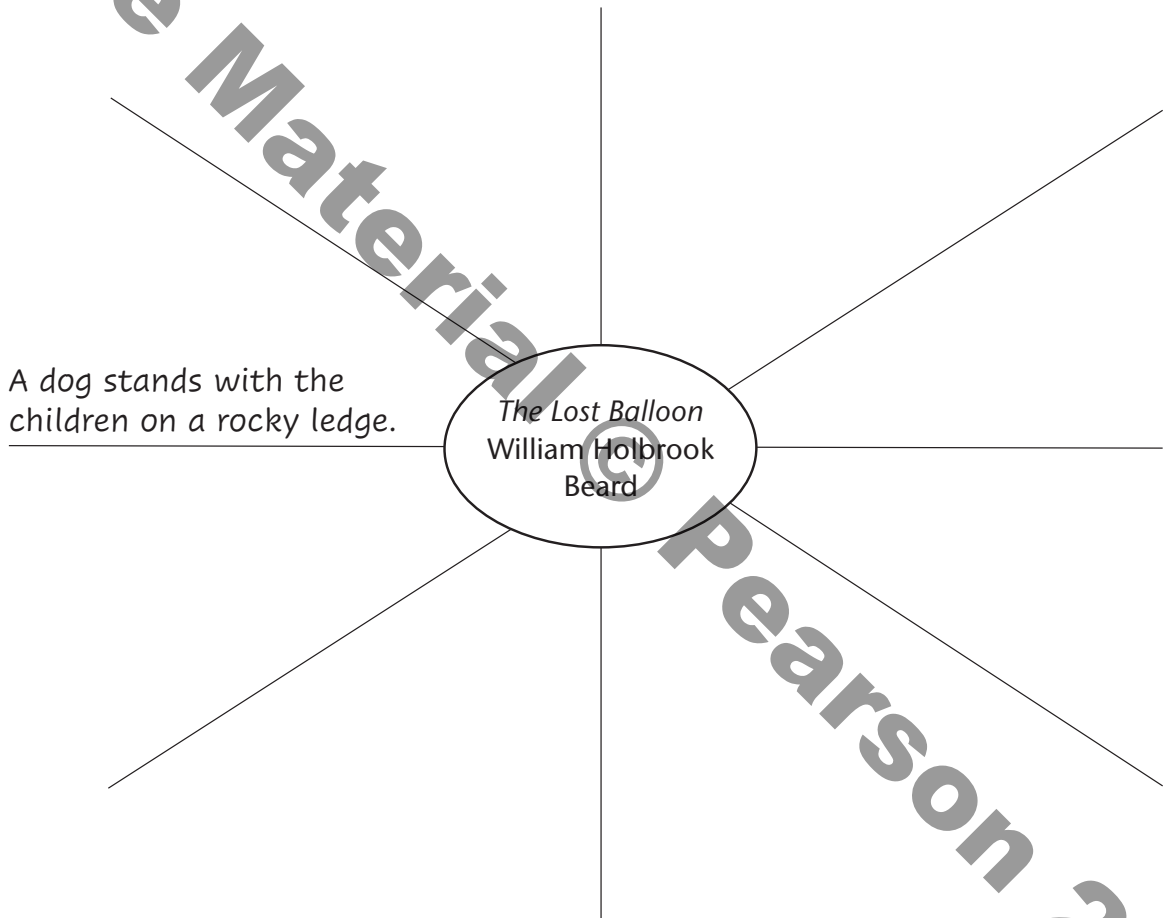
Visual Literacy: Smithsonian American Art Museum

Use with Student Edition pages 120–121.



Learning to Look

Look at *The Lost Balloon* by William Holbrook Beard on page 121. Use that artwork to complete the web diagram below. For each “string” coming from the center, list one observation about the artwork.



Interpretation

Look at *The Lost Balloon* by William Holbrook Beard again. Pretend you are one of the children in the painting.

What are you doing?

What do you see?

Compare & Contrast

Look at *Child on a Rocking Horse* by Albert Bisbee on page 120. Find a photograph of yourself or of someone you know. Compare the face of the girl in Bisbee's photograph with the face of the person (perhaps you!) in the other photograph.

Write down three ways that they are different.

Example: My face is larger.

1. _____
2. _____
3. _____

Write down three ways that they are similar.

4. _____
5. _____
6. _____