Milton Hershey Biography
Close Reading Passage
Milton Hershey, Candy Maker & Humanitarian

A Young Milton

Milton Snavely Hershey was born on September 13, 1857 in Derry Church, Pennsylvania. He lived in a big stone farmhouse that belonged to his grandparents. Milton became a big brother in 1862 when his sister Serena was born. Sadly, Serena died at the age of five from scarlet fever. Milton’s family was overcome with grief.

Even as a small child, Milton saved his pennies to buy candy. When he was five years old, a Civil War battle raged on in nearby Gettysburg. Milton dug a hole and hid his pennies inside to keep them safe until the battle was over.

Milton’s mother, Veronica “Fanny” Snavely, was a strict Mennonite who taught her son to follow the golden rule. She had high hopes for Milton and always encouraged him to do his best. On the other hand, Henry Hershey, Milton’s father, was bold and always following a new adventure. As a result of his father’s schemes, the family moved quite often. Milton attended six different schools before he dropped out at the age of 14. By 1867, Milton’s father had left the family and wasn’t heard from for several years.

Candy Career

After dropping out of school, Milton began an apprenticeship with a man named Joe Royer. He worked in a candy and ice cream shop where he began experimenting with his own creations.

In June of 1876, Milton opened his own candy shop in Philadelphia. He spent five years dedicating himself to his business. The candy shop closed after a long struggle with money.

Milton decided he needed a change. He traveled west to Denver, Colorado to reunite with his father. While in Denver, Milton took a job with a candy maker. He learned about a secret ingredient that made caramels creamy, smooth, and delicious – milk. Milton opened his own candy store in both Chicago and New York City. After only a short time in business, both candy shops closed. Milton was devastated. He returned to Pennsylvania without a dime in his pocket.

In 1883, Milton opened the Lancaster Caramel Company. He relied on his family and his best friend, Lebbie, for help. Milton remembered the candy making tricks he learned in Denver and he began adding fresh milk to his caramels. It wasn’t long until a company in England stumbled upon Milton’s creamy creations. The English company put in huge orders to buy Milton’s caramels.

Milton had finally made it big!

Creating a Community

The Lancaster Caramel Company enjoyed success for many years. But in 1893, Milton traveled to the World’s Fair in Chicago and fell in love with chocolate. He decided to sell his caramel business and set his sights on a new project. He began experimenting with different recipes. Milton created milk chocolate, a type of chocolate that the world had never tasted before. The new chocolate products were a hit. By 1905, he had built a massive chocolate factory in his hometown.

As the business grew, Milton soon realized he needed a bigger workforce. Milton cared for his workers and made sure they lived comfortably. He built houses for his employees to live in, schools for their children, and stores to make sure everything they needed was close by. Milton also built parks, theaters, churches, and even a trolley system for his workers. Today, the Hershey Company employs over 13,000 people around the world. The company has earned many awards for creativity, leadership, and ethical business practices.

A Sweet Legacy

Milton married a woman named Catherine, or Kitty as she was known. Kitty was unable to have children of her own, so the pair decided to build a school to take care of children in need. The Milton Hershey School was originally intended for orphans. Today, the school educates students from all types of backgrounds. Children attending the Milton Hershey School receive a free education and have unique opportunities to participate in clubs and programs. The Milton Hershey Trust company fully funds the school.

In addition to his many accomplishments, Milton created a special type of chocolate energy bar to keep soldiers going strong during World War II. The United States Army thanked Milton for supporting the war effort.

Today, the M.S. Hershey Foundation supports local theaters, museums, and parks. The Penn State Hershey Medical Center also relies on funds set aside by Milton Hershey. Milton Hershey died in 1945 at the age of 88, but his generous spirit lives on.
1. This story is an example of...
   a. realistic fiction because it could happen in real life
   b. historical fiction because it happened a long time ago
   c. biography because it gives facts about Milton Hershey's life
   d. autobiography because it was written by Milton Hershey

2. The prefix re helps the reader know that the word reunited means...
   a. to meet for the first time  
   b. to come together again after being separated
   c. to separate  
   d. to travel

3. Which sentence uses the word bold in the same way as it is used in the passage?
   Henry Hershey, Milton’s father, was bold and always following a new adventure.
   a. The newspaper uses bold words to grab your attention.
   b. Her neon sneakers are bright and bold.
   c. The title of his book report was bold and noticeable.
   d. The firefighter was bold as he climbed up the ladder to rescue a family.

4. What is the main idea of the heading A Young Milton?
   a. Milton Hershey had to overcome many obstacles as a child.
   b. Milton Hershey had a cheerful and comfortable childhood.
   c. Milton Hershey worked very hard to grow a successful business.
   d. Milton Hershey was loved by his employees.

5. Under which heading would you place this fact?
   Today, the streetlights in Hershey, Pennsylvania, are shaped like the famous Hershey Kisses candies.
   a. A Young Milton  
   b. Creating a Community
   c. Candy Career  
   d. A Sweet Legacy
6. Which event describes the turning point in Milton Hershey’s career?
   a. Milton's career changed after he started adding milk to chocolates.
   b. Milton's career changed after he secured a deal with a candy company in England.
   c. Milton's career changed after he opened the Milton Hershey School.
   d. Milton's career changed after he sold the Lancaster Caramel Company.

7. Which words can be used to describe Milton Hershey? Choose the two best answers.
   a. industrious
   b. ignorant
   c. greedy
   d. thoughtful

8. Which sentences from the passage help to explain your answers in question 7?
   a. It wasn't long until a company in England stumbled upon Milton's creamy creations.
   b. Milton cared for his workers and made sure they lived comfortably.
   c. He spent five years dedicating himself to his business.
   d. He relied on his family and his best friend, Lebbie, for help.

9. How would this article be different if it were an autobiography?
   a. It would give facts about Milton Hershey's life.
   b. It would have quotations from Milton's family.
   c. It would use the pronouns I, me, we, and us.
   d. It would be nonfiction.

10. Which of the following best recounts the story?
    a. Milton Hershey had to overcome many hardships and setbacks, but he never gave up. He built a successful candy company and donated a lot of money to help people in the community.
    b. Milton Hershey had a difficult childhood. His sister passed away and his father left the family when Milton was very young. His mother always encouraged him to be successful.
    c. Milton Hershey was a successful business man. He made a lot of money after he invented milk chocolate. His favorite type of candy was Hershey Kisses.
    d. Milton Hershey always loved children. When he found out that he and his wife could not have any children of their own, they opened a special school for kids.
The History of April Fool’s Day

Close Reading Passage
The History of April Fool’s Day

Changing the Calendar
Some say that April 1st is the silliest day of the whole year. However, this holiday was not meant to be funny.

Although no one is exactly sure how this holiday came about, the calendar is often to blame. Some ancient cultures used a different calendar than the one we are familiar with today. It was called the Julian calendar, named after Julius Caesar, a famous Roman ruler. This early calendar marked April 1st as New Year’s Day. This day was chosen because it was often considered the first day of spring when energy returns after a cold, lifeless winter.

In 1582, Pope Gregory decided to change the calendar. The new calendar celebrated New Year’s Day in January.

Snail Mail
That same year, the country of France adopted the new timetable. Those living in cities heard the news first, while those living farther away in the countryside did not hear about the changes until much later.

According to legend, many people accidentally celebrated New Year’s Day in April because they had not yet heard the news about the updated calendar. These people were called fools because of their mistakes. Each year, people remember the blunder by playing pranks on each other.

The Calendar in the Colonies
England did not adopt the new calendar until almost two hundred years after it was introduced. Early pilgrims who left England and traveled to America brought their traditions with them. New Year’s Day was celebrated in the spring in the American colonies until 1752!

Fools Around the World
In France, the birthplace of April Fool’s Day, children often hope paper fish on to innocent victims back. Fish were plentiful and easy to catch, and many French people considered a fish to be a foolish animal. The day is called Poisson d’April, which means April Fish.

April Fool’s Day in Scotland lasts two days. Scots are famous for placing ‘kick me’ signs on people’s backs. Scots also like to send someone on a fool’s errand, or to a strange place for no reason at all.

Portuguese tricksters like to throw handfuls of flour at their victims while children like to dress in costumes and masks in Poland.

In most countries, it is bad luck to prank someone after 12 o’clock, so squeeze those pranks in before noon!

Famous Pranks
In the 1957, a news channel in England delivered a story about the spaghetti harvest in Switzerland. They reported that Swiss farmers gathered plenty of spaghetti noodles from special trees that they had planted. Millions of viewers wrote letters to the news channel asking how they can plant their own spaghetti trees. The news channel told them to place a spaghetti noodle in a jar of tomato sauce and hope for the best.

Fast-food chain Taco Bell announced that it had bought the Liberty Bell, a famous historical item symbolizing freedom and justice for all Americans. Taco Bell announced it was going to rename it the Taco Liberty Bell.

In 1998, Burger King revealed a Left-Handed Whopper as an April Fool’s joke. The restaurant used the same ingredients, but put them in different places on the burger to better suit left-handed eaters.

Alaskan natives may remember a man named Porky Bickar. On April 1st, 1974, Alaskans looked out their windows to see black smoke rising from an old volcano. They soon learned that Porky gathered old tires and set them on fire on top of the volcano. The black smoke had tricked the townspeople into believing the volcano was about to erupt! A few years later when Mt. St. Helens began to erupt in Washington, Porky received some angry phone calls telling him that his second prank had gone too far! Of course, the Mt. St. Helens eruption was real and Porky was not involved.
April Fool's Day Questions

1. Why did the author most likely write this article?
   a. to entertain readers with funny April Fool's Day pranks
   b. to entertain readers with April Fool's Day facts
   c. to inform readers about April Fool's Day with facts and history
   d. to persuade readers to perform their own April Fool's Day joke

2. The suffix 'est' helps readers know that the word siliest means...
   a. more silly
   b. most silly
   c. in a silly way
   d. not silly

3. Which word could replace the word blunder in this sentence?
   Each year, people remember the blunder by playing pranks on each other.
   a. joke
   b. calendar
   c. mistake
   d. forget

4. What can readers learn from this text?
   Those living in cities heard the news first, while those living farther away in the countryside did not hear about the changes until much later.
   a. Only people living in cities needed to change their calendars.
   b. News travelled slowly because they did not have the technology that we have today.
   c. People did not share the news because they wanted to play pranks.
   d. They were allowed to use any calendar they wanted.

5. Which sentence best shows that some people fall for April Fool's jokes?
   a. Swiss farmers gathered spaghetti noodles from special trees that they had planted.
   b. Millions of viewers wrote letters asking how they can plant their own spaghetti trees.
   c. The channel told them to place a noodle in a jar of tomato sauce and hope for the best.
   d. Portuguese tricksters like to throw handfuls of flour at their victims.
6. What is the main idea of the heading Changing the Calendar?
   a. April Fool's Day is celebrated all around the world.
   b. It is fun to play silly pranks on April Fool's Day.
   c. April Fool's Day is celebrated only by children.
   d. April Fool's Day began because of a mix up in the calendar.

7. Under which heading would you place this fact?
   In 1962, a Swedish television news program told viewers that they could change their
   black-and-white televisions into color televisions by covering their TVs with nylon stockings.
   a. Changing the Calendar
   b. Famous Pranks
   c. Snail Mail
   d. Fools around the World

8. Which words can be used to describe Porky Bickar? Choose all correct answers.
   a. clever
   b. honest
   c. sly
   d. kind

9. What is the relationship between these two sentences?
   According to legend, many people accidently celebrated New Year’s Day in April
   because they had not yet heard the news about the updated calendar. These
   people were called fools because of their mistakes.
   a. The sentences compare and contrast different ideas in the story.
   b. The sentences explain what caused the events in the story to happen.
   c. The sentences explain a problem and a solution.
   d. The sentences explain steps in a process.

10. Why does the author include the heading, The Calendar in the Colonies?
    a. to show the history of April Fool's Day in America.
    b. to show the history of April Fool's Day around the world.
    c. to show why April Fool's Day is celebrated.
    d. to show readers how April Fool's Day is celebrated.
Reading For Information
Analyzing an Author’s Argument

Common Core Standards

RI.7.8. – Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
Reading for Information

Analyzing Expository Texts

Textbook Article  Magazine Article

Reading Skill: Analyze Author's Argument

When you read a text that explains a problem and proposes a solution, **analyze the author's argument** to be sure you understand it. Look for a clear statement of the problem and evidence that supports the proposed solution. The evidence that the author presents should come from trustworthy sources and should include facts and statistics. The author's evidence should also be focused, relating directly to his or her claim.

As you read, use a checklist like the one shown to help you trace and analyze an author's argument.

**Checklist for Analyzing an Author's Argument**

- Does the author present a clear argument?
- Is the argument supported by evidence?
- Is the evidence believable?
- Does the author use sound reasoning to develop the argument?
Keeping It Quiet
from Prentice Hall Science Explorer

A construction worker uses a jackhammer; a woman waits in a noisy airport; a spectator watches a car race. All three experience noise pollution. In the United States alone, 40 million people face danger to their health from noise pollution.

People start to feel pain at about 120 decibels. But noise that “doesn’t hurt” can still damage your hearing. Exposure to 85 decibels (a kitchen blender) can slowly damage the hair cells in your cochlea. As many as 9 million Americans have hearing loss caused by noise. What can be done about noise pollution?

The Issues
What Can Individuals Do?

Some work conditions are noisier than others. Construction workers, airport employees, and truck drivers are all at risk. Workers in noisy environments can help themselves by using ear protectors, which can reduce noise levels by 35 decibels.

Many leisure activities also pose a risk. A listener at a rock concert or someone riding a motorcycle can prevent damage by using ear protectors. People can also reduce noise at the source. They can buy quieter machines and avoid using lawn mowers or power tools at quiet times of the day. Simply turning down the volume on headphones for radios and CD players can help prevent hearing loss in young people.
What Can Communities Do?
Transportation—planes, trains, trucks, and cars—is the largest source of noise pollution. About 15 million Americans live near airports or under airplane flight paths. Careful planning to locate airports away from dense populations can reduce noise. Cities can also prohibit late-night flights.

Many communities have laws against noise that exceeds a certain decibel level, but these laws are hard to enforce. In some cities, “noise police” can give fines to people who use noisy equipment.

What Can the Government Do?
A National Office of Noise Abatement and Control was set up in the 1970s. It required labels on power tools to tell how much noise they made. But in 1982, this office lost its funding. In 1997, lawmakers proposed The Quiet Communities Act to bring the office back and set limits to many types of noise. But critics say that national laws have little effect. They want the federal government to encourage—and pay for—research into making quieter vehicles and machines.
FOR THE FIRST TIME IN HIS LIFE
Savannah native Jay Norris led the way to the water, racing through maritime forest and salt marsh toward the Skidaway River, his wheelchair rolling smoothly over the surface of the trail.

"It’s the first time he’s been on an offroad path and not attached to my back," said his mother, Dawn Norris. "He was out ahead of me, as independent and carefree as you can expect a 9-year-old to be."

Jay Norris can now learn first-hand about salt marsh ecology and the Georgia coast thanks to the new Americans with Disabilities Act (ADA)-funded boardwalk and nature trail on Skidaway Island, Ga.

"I saw fiddler crabs, little snails and marsh," said Jay Norris, who cut the ribbon for the trail’s grand opening on May 20, 2006. "It was great and awesome. I liked it a bunch."

The University of Georgia’s Marine Education Center and Aquarium on Skidaway Island supports year-round educational programs for both youth and adults, and provides an overview of the physical and biological processes that shape the Georgia coast.

“We continually try to expand our offerings to the general public, both locally and regionally,” said Bob Williams, interim associate director for marine education. “With the boardwalk and nature trail, we had an opportunity to expand what we have to offer outside the building.”
space to the laboratories, classrooms and original dirt and gravel pathways already in use.

"Our classes were having some impact on the salt marsh," said marine education specialist John Crawford. "They can't help but trample on the mud. The marsh recovers, but it takes a little while. We were looking for an alternative and thought maybe a boardwalk would be a way to go."

The new Jay Wolf Nature Trail begins at the aquarium and winds through a canopy of live oak and laurel trees dripping with Spanish moss before entering the dense woods of maritime forest. Interpretive signs along the way identify trees, plants, and shrubs and provide information on Georgia's coastal ecology. A few hundred yards into the forest, the trail connects to a new wooden boardwalk that extends over the marsh to the Skidaway River.

A platform at the end of the boardwalk allows marine educators to give presentations to groups overlooking the marsh and the river. Every 100 feet or so, gates in the four-feet-high railing open to allow interactive teaching and interpretive education and better views for children and people with disabilities.

"Now with the gates students using a wheelchair can raise and lower anything from a hula hoop to a meter-square sampling device down to the marsh," Crawford said. That means more interaction with Georgia's coastal environment, especially for people like Jay Norris who live near the water but have been unable to explore their surroundings on their own.

- AMANDA E. SWENNES

The writer quotes an expert to show the impact people can have on the environment.
Comparing Expository Texts

1. Key Ideas and Details (a) What argument does the author make in the textbook article? (b) What argument does the author make in the magazine article? (c) Which argument do you find more convincing? Explain your answer.
Analyzing an Author’s Argument

When you read a text that explains a problem and proposes a solution, analyze the author’s argument. Answer the following questions based on the article, *Boy’s Don’t Like to Read. Solution: Books That Are Really Gross*, by John Hechinger.

First, read through the article, fill out the problem/solution graphic organizer, and go through the checklist for analyzing an author’s argument.

**Problem/Solution Graphic Organizer**

**Checklist for Analyzing an Author’s Argument**

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Use the article to answer the following questions.

1. What argument is the article making?

2. Is the argument the author is making clear to the reader? Explain.

3. What specific evidence supports the argument of the article? You need to include specific textual evidence from the article (at least three).

**Problem: Boys Don't Like to Read.**

**Solution: Books That Are Really Gross**

By JOHN HECHINGER

The book's main character slaughtered his victims by running them through with sharp stakes. He once left hundreds dying slowly on a hillside while the soil grew "muddy with blood" and "blackbirds flocked around the corpses, fighting for a meal."

Kevin Bolger, an elementary school teacher in Ottawa, Canada, wrote "Sir Fartsalot Hunts the Booger" after having his students read "Captain Underpants."

Although it has the contours of a horror story -- with splotches of red ink on its pages depicting blood -- it's actually a children's book. "Vlad the Impaler: The Real Count Dracula" is widely available in libraries and is making its way into middle-school social-studies classes.

Children's publisher Scholastic Corp. features the 128-page tale of the 15th-century Romanian sociopath in its new "Wicked History" series, also starring "Leopold II: Butcher of the Congo" and "Mary Tudor: Courageous Queen or Bloody Mary?"

Publishers are hawking more gory and gross books to appeal to an elusive market: boys -- many of whom would rather go to the dentist than crack open "Little House on the Prairie." Book sellers are also catering to teachers and parents desperate to make young males more literate.

"There has been a real revolution" in books that "have more kid appeal," especially when it comes to boys, says Ellie Berger, who oversees Scholastic's trade division. "It's a shift away from the drier books we all grew up with."

Last year, U.S. publishers released 261 new works of juvenile fiction aimed at boys, more than twice the number put out in 2003, according to Bowker's Books in Print database. There were 20 nonfiction entries for boys, compared with just four in 2003.

Scholastic last fall started selling both "Wicked History" and "24/7: Science Behind the Scenes," a series inspired by the cadaver-heavy hit TV show, "CSI." One title in the series is "Help! What's Eating My Flesh: Runaway Staph and Strep Infections!" Readers are treated to color pictures of putrefying limbs and the warning that "sometimes, relatively harmless bacteria can turn into a gruesome killer." The two series already have more than 300,000 copies in print.
Karen Parker, a seventh-grade science teacher in Montgomery, Ala., plans to use the "24/7" series in her classes this coming fall after finding it on a recommended list from the National Science Teachers Association. "Half the battle is getting boys to want to read," she says.

In a series called "Sanitation Investigation," Capstone Press in the fall is bringing out "Getting to Know Your Toilet: The Disgusting Story Behind Your Home's Strangest Feature." Other popular selections in the grossness genre include Workman Publishing's "Oh, Yuck: The Encyclopedia of Everything Nasty" and Simon & Schuster's "It's Disgusting and We Ate It! True Food Facts from Around the World and Throughout History." (Think worms, rats and squirrels.)

'Shock Tactics'

Jan Harp Domene, national president of the Parent Teacher Association, decries what she calls publishers' "shock tactics" to reach young males. She wants boys to read about the heroes of Greek mythology, the fantasy of Jules Verne and the antics of Tom Sawyer. "Does it all have to be blood and guts and gore?" she asks.

Eleven-year-old Yathrib Aryanpore, who just finished sixth grade in Tuscaloosa, Ala., says the answer is a resounding yes. He loved "Vlad the Impaler," especially when the boy learned the tyrant was assassinated, ending up with his own severed head on a stick. "I like gory books," he says. "Vlad the Impaler went on a killing rampage. In the end, he got a taste of his own medicine."

Scholastic and other publishers are heeding the research of such academics as Jeffrey Wilhelm, an education professor at Boise State University. Prof. Wilhelm tracked boys' reading habits for five years ending in 2005 and found that schools failed to meet their "motivational needs." Teachers assigned novels about relationships, such as marriage, that appealed to girls but bored boys. His survey of academic research found boys more likely to read nonfiction, especially about sports and other activities they enjoy, as well as funny, edgy fiction. Boys' literary depth is an abiding concern in educational circles. Boys have persistently lagged behind girls in reading on the National Assessment of Educational Progress, an influential federal test for gauging achievement. The gap widens by the time they reach 12th grade.

Many experts attribute the lag to the time spent with the printed page. In a survey of bookstores this year by Simba Information, a publishing-industry market-research firm, only 2% said boys made up most of their children's book customers. As adults, females also outscore males on literacy exams, and continue to read more. In an age when the Internet is pulling many away from books, boys in particular spend more time than girls do on computers and videogaming.

J.K. Rowling's Harry Potter series, with more than 400 million copies in print, successfully crossed the gender divide. But research from Scholastic, the U.S. publisher of the wizard series, shows that children's interest in reading declines sharply starting at age 8 and continues to fall into the teens, especially among boys.

In battling for those boys, many in the industry consider Scholastic's "Captain Underpants" series a major victory. First published in 1997, the series, with plenty of toilet humor and pictures, has 37 million copies in print. In 2003, Scholastic followed up with "The Day My Butt Went Psycho," which the publisher says is "the epic tale of a brave young boy and his crazy runaway butt." Now a trilogy with the latest installment published two years ago, the "Butt" series has racked up 1.2 million copies.
Kevin Bolger, an elementary-school teacher in Ottawa, offers "Captain Underpants" to his third-grade classes, calling the response "awesome." "It's like reading-candy," Mr. Bolger says.

**Inspiration**

The experience inspired Mr. Bolger to write his own children's book, "Sir Fartsalot Hunts the Booger." It's the story of "the bravest, boldest and, most, er, potent knight in all the land." The hero is on "a quest to solve the riddle of the foul west wind -- a ghastly odor that turns up whenever danger's lurking." Pearson PLC's Penguin Group published the book in May. It's already in its second printing, with 55,000 copies now in print.

Ben Schrank, president of Penguin's Razorbill children's imprint, says the book, especially the title, inspired internal debate and critical blog comments, including one saying his company had "sunk to a new low." But Mr. Schrank calls the book's humor "sophisticated," saying the industry must publish fiction that "will pull a boy away from a videogame."

Mr. Schrank might be talking about 10-year-old Parker Self. Parker, who lives in Dallas, dismisses "Charlotte's Web" as a "girl's book" and assigned texts from school as "good for nothing" and "really boring to read." He prefers soccer and his PlayStation.

His mother, Hope, worried that Parker would never open a book. Then, Parker's grandmother found a copy of "The Day My Butt Went Psycho," and the boy was hooked. "Mom, this is a great book!" Parker raved.
Analyzing an Author’s Argument #2

When you read a text that explains a problem and proposes a solution, analyze the author’s argument. Answer the following questions based on the article, *High Schools Starting Later to Help Sleepy Teens*.

First, read through the article, fill out the problem/solution graphic organizer, and go through the checklist for analyzing an author’s argument.

**Problem/Solution Graphic Organizer**

**Checklist for Analyzing an Author’s Argument**

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Use the article to answer the following questions.
1. What argument is the article making?

2. Is the argument the author is making clear to the reader? Explain.

3. What specific evidence supports the argument of the article? You need to include specific textual evidence from the article (at least three).

High Schools Starting Later to Help Sleepy Teens
by Michelle Trudeau

Most high schools begin their day around 7:30 a.m., which leaves many teenagers nodding off in the morning. In fact, at least 20 percent of high school students fall asleep in class on a typical day. The problem: Teenagers need a lot of sleep — about nine hours each night, experts say. And most of them aren't getting enough.

To help sleepy teens, some school districts have tried delaying the opening of the high school day. Educational researcher Kyla Wahlstrom, from the University of Minnesota, has been following districts that changed their start times, tracking the effect on schools and students. The Minneapolis school district, for example, changed its start time from 7:20 to 8:40 a.m., giving its 12,000 high schoolers an extra hour and twenty minutes each morning. Wahlstrom says the students have benefited from the change.
"Students reported less depression when there was a later starting time," she says. "And teachers reported that students were more alert and ready for learning. Parents reported that their children were easier to live with because their emotions were more regulated."

Additionally, Wahlstrom found a decrease in the number of students who were dropping out of school or moving from school to school.

According to the National Sleep Foundation, more than 80 school districts around the country have now made the change to start their high schools later. These districts range from large, urban school districts, such as Minneapolis and Denver, to suburban districts, such as Jessamine County in central Kentucky.

In Jessamine County, detailed discussions about starting their high schools later took place over a year and a half. All the stakeholders — parents, teachers, coaches, kids, transportation directors — were included in the conversation. Eventually, a plan emerged: The district decided to flip the elementary school start time with the high school start time. Research shows that young children aren't sleepy in the early morning, unlike the typical teenager.

So in 2003, Jessamine County's high schools started 50 minutes later. School District Supervisor, Lu Young,
says the change has had a big impact at the high schools.

"We found that our students were more on time and in better attendance first period than they had been in the past," she says. For many school districts, a major obstacle in changing their start times is the cost and scheduling of buses. Some districts, however, have juggled their bus schedules without any additional expense. The West Des Moines School District in Iowa, for instance, was able to actually reduce the number of buses needed by changing the start times of all three tiers of their school system.

Kay Rosene, director of community relations at the West Des Moines School District, says the switch gave the district a windfall of about $700,000 annually. Rosene adds that the potential savings was very appealing to the West Des Moines school community.

"It meant that other potential cuts in programming or curriculum offerings would not occur," she says.

Another challenge some school districts grapple with is the concern that after-school sports schedules would be affected by starting the high schools later. That was a central worry at the Mahtomedi School District in
Minnesota. But a solution was found, says Superintendent Mark Wolak.

The high school students agreed to shorten the number of minutes they take to get from one class to another — a delay called "passing time." The result was that the high schoolers could start school later but end their school day at about the same time, without disrupting the athletic schedule. Since 2005, first bell for the students has been 35 minutes later. Wolak says parents were surveyed — and they overwhelmingly endorsed the decision, 5 to 1.

Wolak adds that teachers especially wanted a change because, "They were concerned about student attendance and student readiness to learn that first period of the day."

"One of the anecdotal findings was that we noticed better attendance and less student sleeping in class that first hour," Wolak says.

Research on the sleep needs of adolescents and their ability to pay attention and learn in the early morning hours supports Wolak's observations.
When you read a text that explains a problem and proposes a solution, analyze the author's argument. Answer the following questions based on the article, *National Childhood Obesity Facts, Figures and a Solution to End the Epidemic*.

First, read through the article, fill out the problem/solution graphic organizer, and go through the checklist for analyzing an author's argument.

**Problem/Solution Graphic Organizer**

**Checklist for Analyzing an Author's Argument**

<table>
<thead>
<tr>
<th>Does the author present a clear argument?</th>
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</thead>
<tbody>
<tr>
<td>Is the argument supported by evidence?</td>
</tr>
<tr>
<td>Is the evidence believable?</td>
</tr>
<tr>
<td>Does the author use sound reasoning to develop the argument?</td>
</tr>
</tbody>
</table>

Use the article to answer the following questions.

1. What argument is the article making?

2. Is the argument the author is making clear to the reader? Explain.
3. What specific evidence supports the argument of the article? You need to include specific textual evidence from the article (at least three).

* 

* 

* 

National Childhood Obesity Facts, Figures and a Solution to End the Epidemic

Childhood obesity is a major concern in the United States. Over the past few decades there has been a dramatic increase in the number of children suffering from obesity. Kids are staying indoors more with limited physical activity and increased caloric consumption, resulting in a nationwide epidemic of obesity in our children. There are hundreds of organizations, large and small, fighting to stem this trend and help get our kids’ health back in check. But a business or non-profit can’t do it alone. Parents and kids must both be willing to change their habits to create a healthier lifestyle.

Causes of Childhood Obesity

There are many causes for childhood obesity, and sometimes a complex combination of circumstances work together to put our children at risk. One thing we know for sure is that reduced physical activity in school is a component and a risk factor for childhood obesity. Studies have shown that throughout our nation, less than one third of school-aged children (age 6-17) engage in physical activity – that is, activity that makes them sweat and increase breathing and heart rate for at least 20 minutes. And that’s just the minimum recommended amount of
physical activity. There is no surprise here that childhood obesity has become a frightening epidemic in our country.

**Risks of Child Obesity**

- High Cholesterol and Blood Pressure: High levels of "bad" cholesterol called LDL and also high blood pressure are common in obese children.

- Bone and Joint Problems: There have been numerous cases of obese children experiencing a slipped growth plate in their hip bone.

- Sleep Apnea: Obstruction of the child’s airway is common and can result in many other day-to-day problems like poor school performance and nighttime bedwetting on top of the primary risk where the individual stops breathing in their sleep.

- Psychological Problems: Probably the most severe risk of obesity in kids is their emotional and psychological health. Kids will develop poor self-esteem and accept the fact that they will be obese their entire lives, making it extremely difficult for them to change their lifestyle in later years.

- Type 2 Diabetes: What used to be only of concern in adults and very rare in children is not a major concern for obese kids.
Child Obesity Statistics

- Prevalence of Obesity: Among children ages 6-11, there was a 6.5% rate of obesity in 1980 which increased to 18.6% by 2008. Ages 12-19 increased from 5% to 18.1% in the same time period.

- Cardiovascular Disease: 70% of obese children from 5-17 years have at least one symptom and risk factor of cardiovascular disease like high blood pressure or high cholesterol.

- Low-Income Obesity: 1 of 7 low income children in preschool is obese.

- 13 million children and adolescents in the U.S. are obese.

- Obese adolescents are 80% more likely to end up as obese adults.

- Healthcare expenses directly related to childhood obesity are $14 billion every year.

One Solution to the Epidemic: Quality PE in Schools

The problem of childhood obesity is urgent – changes need to be made immediately. Children need positive influences from the adults around
them to make better choices. And who better to provide that than a physical education teacher? In general, children attend about 5 or 6 hours of school, 5 days per week. Physical education classes might take up about an hour per day. Imagine the good that could be done for children if that time was optimized with fun, challenging, and healthy activity.

Implementing quality PE in children’s school schedule would be a great first step to turning this epidemic around. PE classes should be used to really teach children about how important a healthy lifestyle is. We can reverse the stigma about PE classes being boring, awkward, and repetitive by breathing new life into old games and activities. Children can learn that challenging themselves and staying healthy are great for self-esteem and making new friends. Teachers should be passionate about their purpose, and lead by positive example.

When students are able to connect with teachers and create a respectful relationship, they are highly more likely to engage in activities and try their hardest. With energetic and fun teachers, a challenging and exciting curriculum, and education about the crucial importance of physical activity and healthy eating, children will take fitness seriously. We will improve the PE in our schools, and let our children reap the benefits.
## Day 1

<table>
<thead>
<tr>
<th>Focus Lesson Topic</th>
<th>Persuasive/Opinion Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connection</strong></td>
<td>This week we are going to learn more about persuasive writing which we know is writing that states our point of view and attempts to convince someone to agree with us. Today when we write, we will focus on persuasive writing by offering up our opinion.</td>
</tr>
<tr>
<td>1 minute</td>
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<tr>
<td><strong>Explicit Instruction</strong></td>
<td>Let's take a look at the article Are Video Games Good for You? You should notice that there are two viewpoints or opinions; those who think videos are good and those who think videos are inappropriate. As we take a closer look, you should notice that each viewpoint has reasons why they believe or feel that way. Today I am going to focus on which is the best fast food restaurant.</td>
</tr>
<tr>
<td>5-10 minutes</td>
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</tr>
<tr>
<td><strong>Guided Practice</strong></td>
<td>Create a T-chart with the reasons supporting why Chilis is the best and use it as an anchor chart.</td>
</tr>
<tr>
<td>3-5 minutes</td>
<td>My Opinion</td>
</tr>
<tr>
<td></td>
<td>Food is delicious.</td>
</tr>
<tr>
<td></td>
<td>Great birthday parties.</td>
</tr>
<tr>
<td></td>
<td>Very clean.</td>
</tr>
<tr>
<td></td>
<td>Opposing Viewpoint</td>
</tr>
<tr>
<td></td>
<td>It's expensive.</td>
</tr>
<tr>
<td></td>
<td>Today we are going to create a similar chart with reasons supporting our opinions in order to persuade the reader to agree with us. We are going to think about whether video games are good for you.</td>
</tr>
<tr>
<td><strong>Send Off for Independent Writing</strong></td>
<td>Turn and talk to a partner and think about reasons to support your opinions. Once you are finished you will brainstorm your reasons on a T-chart so that you may begin writing.</td>
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<td></td>
<td>Prompt—Are video games good for you? (or you may select a different prompt to write about)</td>
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<tr>
<td></td>
<td>Share ideas and reasons.</td>
</tr>
<tr>
<td><strong>Group Share</strong></td>
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<tr>
<td>5 minutes</td>
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</table>
Are Video Games Good for You?

When most people want to exercise, they don’t think about turning on a video game. A recent study revealed that games like Dance Central and Kinect Sports for Xbox can help kids get more physically fit. Other research has shown that certain video games can have other positive effects, such as boosting creativity and improving focus.

But many people still say that kids shouldn’t spend a lot of time playing video games. They point out that most games make kids less active and less social. They say gamers should do more worthwhile activities with their friends instead. Here are what two students think.

NO! Video games are not healthy for kids. Sure they are fun, but that’s it. All of those popular games aren’t educational. They are not challenging your mind or body. Sometimes they aren’t even age appropriate. Often there is violence and bad language. I believe being active out in the fresh air and playing sports is better for kids. There are many activities that kids can participate in to exercise their minds and bodies in more positive ways.

YES! Video games can have many positive benefits. Playing video games is a great way to bring families together. By spending time with families while playing video games, communication will increase. Also the more kids play, the better they become at improving their strategic planning and thinking. There are even games that address fitness. Kids can have access to exercise programs that help motivate kids to become more active. They are safer at home exercising rather than risking getting hurt while playing sports.
Are Video Games Good for You?

NO! | YES!
<table>
<thead>
<tr>
<th>Yes!</th>
<th>No!</th>
</tr>
</thead>
</table>

Should students have cell phones in school?
Should kids be on Facebook, Twitter or other social media sites?

<table>
<thead>
<tr>
<th>Yes!</th>
<th>No!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus Lesson Topic</td>
<td>Persuasive/Opinion Writing</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Connection</strong></td>
<td>Yesterday we brainstormed our reasons to support our opinion. Today we will begin writing our piece.</td>
</tr>
<tr>
<td><strong>Explicit Instruction</strong></td>
<td>Persuasive writing follows a 5 paragraph format. You will always need to introduce your topic to your reader. You do this by providing a hook for your reader, a powerful opening. You simply tell the reader how you feel about the topic but do not offer any reasons for it. I will model for you today the first paragraph. My topic is about which is the best fast food restaurant.</td>
</tr>
</tbody>
</table>
| **Guided Practice** | Modeled Writing:  
*Chili's! Chili's! Chili's! Do you know the best place to go eat? You guessed correctly! It's Chili's. I love Chili's for many reasons. It is better than Applebees and Olive Garden. By the time I'm finished, your mouth will be watering and I will leave you hungry!* |
| **Send Off for Independent Practice** | Now during independent writing I want you to use your persuasive format and begin writing your first paragraph. Remember it is only an introduction to your topic.  

Students write 1st paragraph.  
**Prompt:** Are video games good for you? |
| **Group Share**    | Ask 3-4 children to read aloud the first paragraph. Provide positive comments. |
Persuasive Writing
To state your opinion & convince an audience to agree with your view, belief, thoughts & thinking

Persuasive Writing Format

Introduction
- Hook your reader! Use an attention grabber!
  
  EX: Imagine...... Picture this... Have you ever......
  
  State your main idea/opinion
  
  EX: I believe...... I feel...... My view is......

Reason #1
- State your 1st reason!
  
  EX: First I feel... One reason why... I believe... In my opinion...
  
  Support it with some facts and examples

Reason #2
- State your 2nd reason!
  
  EX: Additionally I believe... Another reason why... Furthermore...
  
  Support it with some facts and examples

Argument's Viewpoint
- State why the opposing side is WRONG!
  
  EX: Some people may say... Those that oppose me may think...

Conclusion
- Restate your opinion!
  
  EX: Clearly I believe... As you can see... In conclusion...
  
  Restate your two reasons!
  Close with a prediction, question or thought!
  
  EX: If (blah, blah) then (blah, blah)... What is your opinion... Do you agree...
<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hook</strong></td>
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# Day 3

<table>
<thead>
<tr>
<th>Focus Lesson Topic</th>
<th>Persuasive/Opinion Writing</th>
</tr>
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<tbody>
<tr>
<td><strong>Connection</strong></td>
<td>Yesterday we brainstormed our first paragraph where we introduced the reader to our topic. Today we will focus on one reason and give details to elaborate that reasons.</td>
</tr>
<tr>
<td><strong>Explicit Instruction</strong></td>
<td>So as I refer to my brainstorming chart, I notice the first reason why Chili's is the best is because of the food. I stated that the food is delicious. Well I need to prove this and so I need to explain what is delicious and why by providing examples.</td>
</tr>
<tr>
<td></td>
<td>Fries are crispy golden brown with a Cajun seasoning...</td>
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<tr>
<td></td>
<td>Burger is juicy &amp; garnished with lettuce, tomato, and onion rings</td>
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<tr>
<td></td>
<td>Salads are served on a large plate w/ Spanish olives...</td>
</tr>
<tr>
<td><strong>Guided Practice</strong></td>
<td>Turn and tell your friend what you noticed me doing as a writer when I wrote my details supporting my first reason.</td>
</tr>
<tr>
<td></td>
<td>Students share responses eliciting the following key points:</td>
</tr>
<tr>
<td></td>
<td>Each example helps support the first reason.</td>
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<tr>
<td></td>
<td><strong>Model Writing</strong></td>
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<tr>
<td></td>
<td>One reason why Chili's is the best place to eat is because the food is delicious. The fries are scrumptious. They are fried until they are crispy golden brown. They then add the perfect Cajun seasoning. Once my eyes lay sight on those fries, my stomach has a party. Also they serve a larger burger that is juicy and cooked perfectly. It is garnished with onion rings and everything seems to spill out. I just can't wait to sink my teeth into it. It is simply delicious!</td>
</tr>
<tr>
<td><strong>Send Off for Independent Practice</strong></td>
<td>Today you are going to do the same. I want you to think about one reason and support it with examples. You may begin writing.</td>
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<tr>
<td></td>
<td>Assist the students by going through the information from their T-chart.</td>
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<tr>
<td><strong>Group Share</strong></td>
<td>Invite 3-5 students to share their story.</td>
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<tr>
<td>Reason</td>
<td>Supporting Details</td>
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<thead>
<tr>
<th>Focus Lesson Topic</th>
<th>Persuasive/Opinion Writing</th>
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<tr>
<td>Connection</td>
<td>Yesterday we began writing and explaining our first reason. Today we will focus on the second reason and give details to elaborate that reason.</td>
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<tr>
<td>Explicit Instruction</td>
<td>So as I refer to my brainstorming chart. I noticed the second and third reason why Chili's is the best is because of their birthday parties and it's clean. Well I again need to prove one of these reasons and so I need to explain it by providing examples. The waiters surprise you and sing Happy Birthday. Ice cream with a chocolate brownie is served and they even add a cherry...</td>
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</tbody>
</table>
| Guided Practice     | Turn and tell your friend what you noticed me doing as a writer when I wrote my details supporting my reason. Students share responses eliciting the following key points:  
  - Each example helps support the reason.  
  
  Model Writing  
  Another reason why Chili's is the best place is because of the birthday parties. When it's your special day the waiters surprise you by singing Happy Birthday. A million waiters show up and sing in such a lovely harmony. They also bring you the most delicious desert. It's vanilla ice cream on top of a warm brownie. It is served with fudge and crunchies too. Yummy! |
| Send Off for Independent Practice | Today you are going to do the same. I want you to think about the remaining reasons on your T-Chart and support it with examples. You may begin writing.  
  
  Assist the students by going through the information from their brainstorming chart. |
<p>| Group Share         | Invite 3-5 students to share their story. |</p>
<table>
<thead>
<tr>
<th>Development Paragraphs</th>
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<tbody>
<tr>
<td>Reason</td>
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<tr>
<td><strong>Focus Lesson Topic</strong></td>
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<td>------------------------</td>
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<tr>
<td><strong>Connection</strong></td>
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<tr>
<td><strong>Explicit Instruction</strong></td>
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<td><strong>Guided Practice</strong></td>
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<td><strong>Send Off for Independent Writing</strong></td>
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<tr>
<td><strong>Group Share</strong></td>
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<tr>
<td>Development Paragraphs</td>
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<tr>
<td>-------------------------</td>
</tr>
<tr>
<td><strong>Reason</strong></td>
</tr>
<tr>
<td><strong>Supporting Details</strong></td>
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</table>

(Opposing Reason)
## Culminating Project

<table>
<thead>
<tr>
<th>Focus Lesson Topic</th>
<th>Persuasive/Opinion Writing</th>
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</thead>
<tbody>
<tr>
<td><strong>Connection</strong></td>
<td>All week we worked on persuasive writing. Today you will complete a persuasive piece in a timed activity.</td>
</tr>
<tr>
<td><strong>Explicit Instruction</strong></td>
<td>So we are going to time ourselves today. You will be given 30 minutes to write your response to a persuasive prompt. You need to keep in mind how much time you will allot for an introduction, your support, and your closing. I will inform you in 10 minute intervals.</td>
</tr>
<tr>
<td><strong>Guided Practice</strong></td>
<td>Review the 5 paragraphs of persuasive writing. Review model writing.</td>
</tr>
<tr>
<td><strong>Send Off for Independent Writing</strong></td>
<td>Once I set the timer you will have 30 minutes to complete the prompt. If you happen to finish before the timer goes off, revisit your writing by checking for capitals, punctuation, and most importantly does it make sense and answer the prompt. You may begin writing. Prompt: Research shows that the average American watches as much as six hours of television each day. Do you think this is too much? Write an essay convincing readers to spend less time in front of the TV.</td>
</tr>
<tr>
<td><strong>Group Share</strong></td>
<td>Share stories. Ask students to point to a skill/quality they liked about a peers writing.</td>
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</table>
Disappearing Honey Bees

Informational Text

Disappearing Honey Bees

You've probably seen a honey bee many times. You may even think of them as a pest, but have you ever thought about what they do for us? If you have, you might have heard about the decline in honey bee populations. This decline has been occurring for many years, and it has been a concern for scientists and beekeepers alike.

Disappearing Numbers

Honey bees have been in existence since the early 1900s. Since then, they have been essential for pollinating many fruits and vegetables. However, since the 1990s, the population of honey bees has been declining. This decline has been attributed to a number of factors, including habitat loss, disease, and climate change.

What is Happening to the Honeybees?

The main cause for the decline is Colony Collapse Disorder (CCD). This disorder occurs when a colony of bees loses its queen or when the queen dies and the bees cannot or will not raise a new queen. This can happen for a variety of reasons, including habitat loss, disease, and climate change.

Growing Concerns

Honey bees are a vital part of our ecosystem. They help pollinate many of the fruits and vegetables we eat, as well as many other plants. However, as the population of honey bees declines, there are growing concerns about the impact this will have on our food supply.

What can be done to help?

There are several things that can be done to help protect honey bees and their habitat. Some of these include planting flowers and other plants that bees like, providing water and shelter for bees, and reducing the use of pesticides.

We can all do our part to help protect honey bees and their habitat. By taking these steps, we can help ensure that these important pollinators continue to thrive and help keep our ecosystems healthy.
Disappearing Honey Bees

You've probably seen a honey bee many times. You may have even run away from one in fear that it would sting you. You might not like honey bees at all, but have you ever thought about what would happen if they all disappeared? In recent years, the honey bee population has been decreasing in the United States. Some scientists fear that this decline will have lasting effects on the ecosystem if a solution to this problem is not found soon.

Decreasing Numbers

Honey bees have been in North America since the early 1600s. Since their arrival, many honey bees have been cared for by beekeepers, who raise the bees and collect honey and beeswax from their hives. In fact, there are over two million honey bee colonies owned by beekeepers in the United States today. That's a lot of bees! However, in 2006, some beekeepers noticed that during the winter, the number of honey bees in their beehives decreased. Between 2006 and 2011, beekeepers reported an average beehive loss of over 30% each year. Some unlucky beekeepers lost as much as 90% of their hives! Since 2011, the number of hive losses has slightly dropped. Over the winter of 2013-2014, for instance, only 23% of honey bee colonies were lost. While this seems like an improvement, beekeepers and scientists are still worried about the decreasing numbers of honey bees across the country.

What Is Happening to the Honeybees?

The main cause for this decline has been identified as Colony Collapse Disorder (CCD). This disorder, or condition, causes adult bees to suddenly abandon their hives, leaving behind the queen bee and usually honey and young bees. When a hive has been affected, it's unclear where the honey bees have gone. Even stranger is that no dead bee bodies are left in the hive! Scientists believe that something is causing the bees to be distressed and leave their hives, but they don't know why. Unfortunately, because scientists aren't sure what causes CCD, they don't know how to prevent more hives from being affected.

In addition to Colony Collapse Disorder, beekeepers have been faced with a number of other problems that threaten the honey bee population. These include viruses, pests, habitat loss, and the use of pesticides. Scientists believe that these factors may somehow be causing CCD and the decline in the number of bees.

Growing Concerns

Honey bees can be annoying at times. Some people may not mind that they are disappearing, especially if they have been stung before! However, they are a
very important part of the ecosystem! Honey bees provide honey and beeswax, but more importantly, they are pollinators. About one-third of the foods we eat come from insect-pollinated plants, most of which are pollinated by bees! If there are less honey bees, the crops that depend on them for pollination may be affected. Without enough bees to pollinate food-producing plants, certain foods, like almonds, peaches, and broccoli, may become more expensive or - in extreme cases - unavailable. Further, other organisms in the ecosystem will be negatively affected because they depend on honey bees for food, such as lizards and birds, which are predators of the honey bee. With such a large part to play in the ecosystem, it is essential that the honey bee does not disappear!

Should We Panic?

While some people worry that the honey bee decline will get worse and lead to severe consequences, others believe that there is no cause for fear. For example, there have been other cases of honey bee disappearances in the United States in the past, and the honey bee population has always been able to bounce back. Also, since the numbers of beehive losses have improved in the past few years, CCD may be on the decline. In addition, honey production in the United States has been steady since 2006, and foods from bee-pollinated plants have stayed almost the same in price. Though large numbers of honey bees continue to disappear each winter, many people are confident that the effects will not be disastrous.

What Are We Doing to Help?

Scientists and the United States government have been working together to solve this problem since it first began. Scientists are conducting research to learn more about CCD and the other factors affecting the honey bee population. While they look for the causes of this problem, beekeepers are looking for solutions. For example, many beekeepers rebuild their colonies each year to help increase the honey bee population. They usually do this by splitting a healthy bee colony into several new hives, each with its own queen bee. As new bees are born, beekeepers can replace the bees lost during the winter.

How Can YOU Help?

- Add some plants to your yard to encourage honey bees to visit and pollinate them!
- Don't use harmful pesticides in your yard.
- Consider taking up beekeeping!
Disappearing Honey Bees

Directions: After reading the article, "Disappearing Honey Bees," answer the questions below.

1. The author's main purpose for writing this article is to:
   a. describe how honey bees build their hives
   b. persuade people to become beekeepers
   c. present information about the recent decline of honey bees
   d. show why the honey bee is the most important insect in the ecosystem

2. According to the article, the main cause of the declining honey bee population is:
   a. pests
   b. habitat loss
   c. not enough beekeepers
   d. Colony Collapse Disorder (CCD)

3. In order to demonstrate the role of the honey bee in the ecosystem, the author mentions that:
   a. one-third of the foods we eat come from plants pollinated by honey bees and other insects
   b. honey production has been steady since 2006
   c. there are over two million honey bee colonies in the United States today
   d. scientists are conducting research to learn the cause of CCD

4. All of the following would likely be an effect of a continued decrease in the honey bee population except:
   a. some beekeepers would lose their jobs
   b. predators of the honey bee would decide to only eat bees
   c. honey production would decrease
   d. scientists would try to develop ways to help honey bees resist CCD

5. Which sentence from the article is an opinion?
   a. When a hive has been affected, it's unclear where the honey bees have gone.
   b. Honey bees can be annoying at times.
   c. As new bees are born, beekeepers can make up for the bees lost during the winter.
   d. Over the winter of 2013-2014, for instance, only 23% of honey bee colonies were lost.

6. What type of text structure does the section "Should We Panic?" use?
   a. compare and contrast
   b. sequence
   c. problem and solution
   d. description
7. What is the main idea of this article?


8. What does the author think is the most important reason that we should be concerned about the honey bees? Give evidence from the text to support your thinking.


9. How does the author feel about the decline in the honey bee population? Give evidence from the text to support your thinking.


10. Write a short summary of the article below.


ACROSS
1. The power of seeing.
3. Created.
7. An unspecified number of.
9. Separate into pieces as a result of a blow.
10. Female domestic servant.
12. In this location.
16. The route followed by a moving object.
17. Device for slowing a moving vehicle.
20. Seed-bearing part of a plant.
21. Put pen to paper.
22. To take another person’s property without permission.
23. Ground wheat.
25. Correct.
27. Travel in a boat by force of the wind.

DOWN
1. Appear.
2. The opposite of female.
4. Line where two pieces of fabric are sewn together.
5. Period during which a shop sells goods at a reduced price.
7. An area of ground where something is constructed.
8. Letters sent by the post.
9. Indicating who performed an action.
11. Regarded with deep affection.
12. Perceive with the ear.
13. Strong metal used for making things.
15. A mammal that eats grass and lives in the woods.
17. Purchase.
18. Basic unit of living things.
20. The sum of three plus one.
22. Amount resulting from the addition of numbers.
23. In favor of.
26. To make healthy again.
ACROSS
1. To cease to exist.
3. To speak to a god.
4. Fruit that is narrow at the top and wide at the base.
7. Unclothed.
8. Bottom of your foot.
10. Religious song praising a god.
11. Financial gain.
12. A greatly admired person.
13. An evergreen coniferous tree.
14. To cause to flow in a stream.
15. A boy in relation to his mother or father.
16. The spiritual part of a being.
17. Someone who is believed to be a spokesperson of a god.
19. Existing, not just imagined.
21. A cylinder on which something is wound.
22. Not working.
23. A way between two places.
24. Came in first.
26. Money paid for a ride on public transport.

DOWN
1. Substance used to change the color of something.
2. It grows from your scalp.
5. The part of a plant that is in the ground.
6. Hunt for food.
7. Carry the weight of.
10. Large rabbit with very long hind legs.
11. A flat surface.
14. Without a lot of money.
15. Steps leading from one floor to another.
16. To look intently.
17. Undecorated.
18. Pronoun referring to a male person.
20. The star around which the earth orbits.
25. The lowest cardinal number.
26. Fine, soft hair on some animals.

HOMOPHONES CROSSWORD #2

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ACROSS
1. The power of seeing.
3. Created.
7. An unspecified number of.
9. Separate into pieces as a result of a blow.
10. Female domestic servant.
12. In this location.
16. The route followed by a moving object.
17. Device for slowing a moving vehicle.
20. Seed-bearing part of a plant.
21. Put pen to paper.
22. To take another person's property without permission.
23. Ground wheat.
25. Correct.
27. Travel in a boat by force of the wind.

DOWN
1. Appear.
2. The opposite of female.
4. Line where two pieces of fabric are sewn together.
5. Period during which a shop sells goods at a reduced price.
7. An area of ground where something is constructed.
8. Letters sent by the post.
9. Indicating who performed an action.
11. Regarded with deep affection.
12. Perceive with the ear.
13. Strong metal used for making things.
15. A mammal that eats grass and lives in the woods.
17. Purchase.
18. Basic unit of living things.
20. The sum of three plus one.
22. Amount resulting from the addition of numbers.
23. In favor of.
26. To make healthy again.

MAID
MAIL
MALE
MEAT
MEET
RIGHT
SAIL
SALE
SEAM
SEEM
SELL
SIGHT
SITE
SOME
STEAL
STEEL
SUM
WRITE

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Homophones Crossword #2

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BARE   PLANE
BEAR   POOR
DIE    POUR
DYE    PRAY
FAIR   PREY
FARE   PROFIT
FIR    PROPHET
FUR    REAL
HAIR   REEL
HARE   ROOT
HIM    ROUTE
HYMN   SOLE
IDLE   SON
IDOL   SOUL
ONE    STAIR
PAIR   STARE
PEAR   SUN
PLAIN  WON
Homophones
Crossword #1

SOLUTION

SIGHT
MADE
SEE
MEET
BREAK
Y
HERE
E
A
D
COURSE
BRAKE
U
Y
WRITE
H
FLOWER
FLOUR
O
RIGHT
E
SAIL
MAL
SOME
IA
TT
SELL
CO
CE
CEL
STEAL
UL
MEAT

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Reading Puzzles 4/5 Directions

Directions:
1. Choose the puzzle or puzzles you want the students to work and copy them.
   A. If the puzzle has a story.
      Read the story and then answer the questions.
   B. If the puzzle has just questions
      Read each question and answer it.

2. How to answer the questions:
   A. Look at the column title to see what kind of answers the page is looking for.
      (Yes/No, Question/Statement, …)
   B. Read the question and circle one letter in the correct column.
      You may only circle one answer per question.

   ![Table with columns Y and N]

   question 1 1 e d Answer was Y so “e” was circled
   question 2 2 t h Answer was N so “h” was circled
   question 3 3 w a Answer was N so “a” was circled

3. After answering all the questions, look at the top of the page where the joke is located. You will see lines with numbers under them as shown below.

   __ __ __ __ __ __ __ __ __ __ __ __ __ __
   6 2 7 8 6 9 1 3 4 8

4. Look at the answer you circled in question number one. Whatever letter you circled in question number one, you will write that letter on the line that has a number one under it. Whatever letter you circled in number two question, you will write it on the line that has a two under it. This will continue until you have placed a letter in each line. Some numbers will be used more than once (look at the example: question number 8 was the letter “e” and it was used twice in this joke). For additional reading practice, questions were added which will not be used to fill in the blanks.

   A G r e a t J o k e
   6 2 7 8 6 9 1 3 4 8

©2008 Pax Technologies Inc.
What happened in 1961 and will not happen again until 6009?

1. If you caught a cold, you should stay home from school.
2. Milk tastes better if you add strawberry mix.
3. Light travels 186,400 miles per second.
4. Spain is located in southwest Europe.
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6. It would be great to go the Sea World every day.
7. Canon cameras are the best cameras to own.
8. St. Patrick’s Day is celebrated on March 17th.
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10. It is fun to watch a volcano erupt.
11. If you fail this worksheet, you will have to do it again.
12. Some fifth grade classes have 30 students in them.
13. Summer is the best season because school is out.
14. Liver chip ice cream taste better than chocolate ice cream.
15. Some people will spend $400 on a birthday present.
Why don't African animals play games?

Possessive Nouns

1. That elephants ears are ten times the size of mine.
2. Kangaroo's legs help him be swift-footed.
3. When I walked outside, I saw all the trees' leaves falling.
4. Where have I seen that girl's face before?
5. Look out your car window and see the volcanos' flames.
6. All the actors' costumes were hanging on the rack.
7. Sandra couldn't believe that all the kids' toys were picked up!
8. The teachers' chalkboard needs to be cleaned this afternoon.
9. We went to the harbor to see all the sailors' ships set sail.
10. The waiters' tip should be 15% of your total bill.
11. I went to a friends' house to spend the night.
### Why is 'B' very cool?

- 6 9 3 11 1 10 9
- 8 7
- 8 10
- 10 8 7 7 8 2 4 8 2 7 5 9
- 11 3

### Grammar – which answer is correct

<table>
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Why did the clock in the cafeteria always run slow?

Homonyms – Are all the words correct  Yes or No

1. I didn’t know whether, weather to buy the dress or pants.
2. I had a pain, pane that the doctor couldn’t figure out.
3. I wear, where my boots to keep me dry on rainy days.
4. We will find out who one, won the contest tomorrow.
5. The audience is cheering for, four the Ranger’s team.
6. At camp, the counselors judged our, hour tents.
7. The night, knight continued to look for his princess.
8. The pitcher takes a brake, break to review the play.
9. I would love a piece, peace of hot pizza.
10. Eventually we will get through, threw all this traffic.
11. I am going to climb a high, hi mountain on my vacation.
12. When our cat stands up on his hind pause, paws, he’s tall.
13. We divided the pair, pear into four parts and then ate it.
14. Arrangements were made for, four us to travel to Chicago.
15. I was elated about you’re, your performance on stage.
16. The seen, scene from the mountain was beautiful.
17. The driver didn’t know which road to chews, choose.
18. We had a maid, made come and clean our house.
19. We left our car and road, rode the shuttle to the terminal.

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What did the cherry tree say to the farmer?

Alphabetical order
Are these words in correct order

<table>
<thead>
<tr>
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<tr>
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<td>p</td>
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</tr>
<tr>
<td>12</td>
<td>k</td>
<td>g</td>
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What happens when you cross a friend and a calculator?

5 1 8 6 2 13 11 4 9 7 2 3 10

5 1 8 12 11 3 12 1 8 3 13 1 3

Analogies – Is the 1st or 2nd word correct

1. Dark is to light as quiet is to silence, noisy.
2. Bed is to bedroom as oven is to kitchen, cooking.
3. Horse is to rider as a car is to tires, driver.
4. Spots are to leopards as stripes are to paintings, zebras.
5. Notes are to music as letters are to writing, singing.
6. Day is to noon as night is to darkness, midnight.
7. Wire is to electricity as pipe is to plumbing, plumber.
8. Camera is to photographer as stethoscope is to X-ray, doctor.
9. Petal is to flower as finger is to hand, fingernail.
10. Hot is to burn as cold is to ice, freeze.
11. Robin is to bird, as yellow is to sunlight, color.
12. Key is to lock as door is to hinge, knob.
13. Dog is to leash as balloon is to string, air.

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What happened in 1961 and will not happen again until 6009?

\[
\begin{array}{ccc}
\text{the} & \text{year} & \text{reads} \\
8 & 2 & 10 \\
\text{same} & \text{upside} & \text{down} \\
13 & 6 & 1 \\
14 & 9 & 13 \\
3 & 5 & 4 \\
\end{array}
\]

For Fact or O for Opinion

1. If you caught a cold, you should stay home from school. F
2. Milk tastes better if you add strawberry mix. O
3. Light travels 186,400 miles per second. F
4. Spain is located in southwest Europe. F
5. Learning the Japanese language is very hard. F
6. It would be great to go the Sea World every day. O
7. Canon cameras are the best cameras to own. O
8. St. Patrick’s Day is celebrated on March 17th. F
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Reading Puzzles 4/5 Volume 1
Why don't African animals play games?

\[
\begin{array}{c|c|c}
\text{The there are too} & \text{Many} & \text{Cheetahs} \\
6 & 9 & 3 & 8 & 3 & 7 & 8 & 3 & 6 & 2 & 2 \\
\hline
4 & 7 & 10 & 5 & 11 & 9 & 3 & 3 & 6 & 7 & 9 & 1
\end{array}
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Possessive Nouns

1. That elephants ears are ten time the size of mine.
2. Kangaroos legs help him be swift-footed.
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10. The waiters tip should be 15\% of your total bill.
11. I went to a friends house to spend the night.
Why is 'B' very cool?

Because it is

sitting in the

Grammar – which answer is correct

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Why did the clock in the cafeteria always run slow?

\[
\begin{array}{cccc}
\text{every} & \text{lunch} & \text{it} & \text{went} \\
13 & 8 & 13 & 17 & 4 \\
19 & 18 & 2 & 3 & 10 \\
7 & 6 & 14 & 13 & 2 & 6 \\
\text{back} & \text{four} & \text{seconds} \\
15 & 12 & 3 & 5 \\
16 & 11 & 18 & 17 \\
9 & 13 & 11 & 2 & 1 & 9 \\
\end{array}
\]

Homonyms – Which underlined word is correct 1st or 2nd

1. I didn’t know whether, weather to buy the dress or pants.
2. I had a pain, pane that the doctor couldn’t figure out.
3. I wear, where my boots to keep me dry on rainy days.
4. We will find out who one, won the contest tomorrow.
5. The audience is cheering for, four the Ranger’s team.
6. At camp, the counselors judged our, hour tents.
7. The night, knight continued to look for his princess.
8. The pitcher takes a brake, break to review the play.
9. I would love a piece, peace of hot pizza.
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17. The driver didn’t know which road to chews, choose.
18. We had a maid, made come and clean our house.
19. We left our car and road, rode the shuttle to the terminal.

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What did the cherry tree say to the farmer?

\[
\begin{array}{cccc}
\text{q} & \text{u} & \text{i} & \text{t} \\
7 & 3 & 10 & 2 \\
\hline
\text{p} & \text{i} & \text{c} & \text{k} & \text{i} & \text{n} & \text{g}
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6 & 8
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\[
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\text{m} & \text{e}
\end{array}
\]
\[
\begin{array}{c}
5 & 9
\end{array}
\]

Alphabetical order – Are these words in correct order

1. metric, metro, meter
2. sophisticate, sophomore, soprano
3. elevator, eleven, elevated
4. maintain, Maine, mainly
5. pigment, pigsty, pigtail
6. interfere, interest, interior,
7. fracas, fraction, fracture
8. number, numeral, numerate
9. hypotension, hypothalamus, hypothermia
10. outrageous, outrigger, outright
11. waggle, Wagner, wagon
12. decision, decisive, decimal
What happens when you cross a friend and a calculator?

You get a friend

You can count on

Analogies – Is the 1st or 2nd word correct

1. Dark is to light as quiet is to silence, noisy.
2. Bed is to bedroom as oven is to kitchen, cooking.
3. Horse is to rider as a car is to tires, driver.
4. Spots are to leopards as stripes are to paintings, zebras.
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12. Key is to lock as door is to hinge, knob.
13. Dog is to leash as balloon is to string, air.

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**MONDAY: I Can Determine the Central Idea of a Text**

Read the excerpt from *Dear Dr. Bell... Your friend, Helen Keller*.

During a visit to the well house one morning, Annie pumped water over Helen’s hand while spelling the word water into her other hand. Water! Helen was stunned. Everything had a name and water was the name for what was gushing out of the pump. “That living word awakened my soul, gave it light, hope, joy, set it free!” Helen pointed to Annie Sullivan with a questioning look. “Teacher,” Annie spelled out and for the rest of their lives together, Helen knew Annie Sullivan as Teacher.

There was no stopping Helen from then on. She insisted that Teacher spell out words for her from the moment they awoke until they went to bed at night. For the next two years, Annie taught Helen the meaning of words, not by drills in a classroom but by playing hide-and-seek, caring for a litter of puppies, taking walks in the woods...

**Central Idea: What the text is mostly about.**

1. In one or two words describe the TOPIC of this excerpt.

2. In a complete sentence write the CENTRAL IDEA of the text.

3. Write a KEY DETAIL from the text.

4. How does any part of Helen Keller’s story apply to your life?

---

**TUESDAY: Central Idea**

Read the excerpt from *Guys Read* written by Jon Scieszka.

On Saturdays, after household chores were finished, I would meet up with my best friends. Off we would rush to the movies. Tickets were ten cents, and there was always a double feature. I was most excited when they were westerns. As a young boy growing up in Philadelphia, Pennsylvania, I dreamed of exploring the early frontier.

My friends and I played cowboys and explorers. With much enthusiasm and intensity, we inhabited the characters portrayed on the silver screen.

1. In one or two words write the TOPIC of this excerpt.

2. In a complete sentence, write the CENTRAL IDEA of the passage.

3. Write a KEY DETAIL from the text.

---

**WEDNESDAY: Words in Literature**

**Archetype**

1. Look up the word in a dictionary. Write what it means in literature.

2. Determine the Part of Speech.

3. Write the definition in your own words.

Draw a picture that represents the word.
THURSDAY: I Can Determine the Central Idea of a Text.  RL 7.2

Read the excerpt from Beyond Belief written by Brad Steiger.

On May 12, 1964, three men aboard the Norwegian fishing boat Blue Sea reported that they had seen a sixty-foot sea monster near Nantucket Island. Alf Wilhemsen was the first to sight the creature, and he yelled at his brother Jens and his partner Bjarne Houghan to look at the gigantic serpent swimming a few hundred feet away from their eighty-foot boat.

According to the Norwegians, the monster had a head like an alligator with a lobster like tail. Its body was dotted with back and white spots, and it had a series of humps on its otherwise smooth back.

When the fishermen sailed into New Bedford harbor to report their remarkable sighting to the U.S. Bureau of Commercial Fisheries, Coast Guard vessels and fishing boats set out to search for the huge serpent. Three days later the monster was spotted by the crew of the dragger Friendship in an area about ten miles from where the Norwegians had first seen it.

The Friendship circled the massive creature twice so that the crew could get a good look at it. Captain Albert Pike gave a description of the alligator-headed serpent that exactly matched the one given by the Norwegians. The monster swam at a speed of five knots and didn’t submerge once during the twenty minutes in which it was under observation by the Friendship. Unfortunately, the crewmen did not bring the sixty-foot sea beast back to shore, but they did add another well-attested sighting to the animals of sea serpent lore.

1. In one or two words name the TOPIC of this excerpt.

2. In a complete sentence write the CENTRAL IDEA of the text.

3. Write one KEY DETAIL from the text.

FRIDAY: Growth Mindset

Create a goal for yourself this year. Your goal can be academic, behavioral, or personal. Make sure your goal is specific. Example: I want to get a 90% on my next math test.

 Explain how you will reach your goal. Be specific.
**MONDAY: I Can Write an Objective Summary**

Read the excerpt from *Hugo Cabret* by Brian Selznick.

"I won't go until I have my notebook." Hugo picked up another stone to throw at the window, but the girl grabbed his hand and wrestled the stone from his fingers. She was a little bigger than he was.

"Are you crazy?" she whispered. "I can't get caught out here with you. Why do you need your notebook back so badly?"

"I can't tell you."

Hugo tried to pick up another stone, but the girl pushed him to the ground and held him there. "Listen to me, I can't let you into the building, but I promise I'll make sure he doesn't burn your notebook. Go back to the toy booth tomorrow and ask him for your notebook again."

1. In a complete sentence write the CENTRAL IDEA of the text.

2. Answer the five W's about the text.
   - Who?
   - What?
   - When?
   - Where?
   - Why?

**TUESDAY: Central Idea**

Read the excerpt from *Standing Tall* written by A. Palacios.

The teacher was right about Roberto Clemente being smart. He did well in math and loved working with his hands, building and fixing things. His mother hoped he would be an architect or engineer and helped build roads and bridges in Puerto Rico. But whenever she mentioned this, Roberto would say that he thought he "was born to play baseball." Baseball's pull was greater than anything, and his father, knowing how much his son loved the game, suggested that he "play ball and study later."

1. In one or two words write the topic of this excerpt.

2. In a complete sentence, write the CENTRAL IDEA of the passage.

3. Write a KEY DETAIL from the text.

**WEDNESDAY: Words in Literature**

Cliché

1. Look up the word in a dictionary. Write what it means in literature.

2. Determine the part of speech.

3. Write the definition in your own words.

Draw a picture that represents the word.
THURSDAY: I can write an objective summary.  RL 7.2

Read the excerpt from *Standing Tall* written by A. Palacios.

Severo Ochoa was a medical doctor who became a biochemist and received the highest and most prestigious of awards, the Nobel Prize, in 1959. From the very early years of his career, he worked with or was influenced by Nobel Prize winners. It was as if he had been born to win the award.

Severo Ochoa was named after his father, a lawyer and businessman, who lived with his wife, Carmen de Albornoz, in northern Spain. He was born in Luarca, province of Asturias, on September 24, 1905, the last of seven children. His father died when Severo was seven, and the family then moved to Malaga, in southern Spain.

Young Severo studied at an elementary school run by the Jesuits and at the public high school in the same city. Those who knew him then have said that in high school his interest in anatomy and physiology was quite remarkable.

Severo Ochoa then attended the University of Malaga and became interested in the writings of Dr. Santiago Ramon y Cajal. Ramon y Cajal was a professor at the University of Madrid. He was also a neurologist who had received the Nobel Prize for physiology or medicine in 1906, for his work on the nervous system.

Write a brief summary about the excerpt. Think about the central idea of the text and the five W’s. The summary has been started for you.

The excerpt from *Standing Tall* written by Argentina Palacios explains

FRIDAY: Growth Mindset

Read the following scenario and explain how you can approach this scenario with a growth mindset. Remember a growth mindset is when you believe abilities and talents can be developed with dedication and hard work. In addition, a growth mindset believes challenges and failures are opportunities to improve learning.

A student is not doing well in math class. The math homework is hard, and the student just wants to stop trying because they are not good math.
MONDAY: I Can Write an Objective Summary

Read the excerpt from *Up Before Daybreak* by D. Holson.

"I don’t remember ever going to school a day since I’ve been born," George reflected. "But education’s a good thing and something everybody ought to have. I feel like I’ve missed half my share in life."

George Tanner’s experience was common: school often came second to cotton. Planting cotton took place each spring, and harvest from August through November. Sometimes schools simply closed during harvest, even if the state laws required children to be in school. These “crop vacations” or “cotton vacations” interrupted children’s learning year after year. The lack of education kept generations of families trapped in poverty and the sharecropping systems.

1. In a complete sentence write the CENTRAL IDEA of the text.
2. Answer the five W’s about the text.
   Who?
   What?
   When?
   Where?
   Why?

TUESDAY: Central Idea

Read the excerpt from *Not Guilty* written by George Sullivan.

It was Stanton’s belief that the president was the victim of an enormous plot hatched by the Confederacy. He believed that John Wilkes Booth was a tool of Jefferson Davis and other Confederate leaders, and that hundreds of other terrorists were involved. Stanton wanted 150 police officers from the city of Washington, 500 military policemen, the U.S. Secret Service, and 8,000 soldiers stationed in and around Washington to begin seeking out, questioning, detaining, and arresting “these terrorists” at once.

1. In one or two words write the topic of this excerpt.
2. In a complete sentence, write the CENTRAL IDEA of the passage.
3. Write a KEY DETAIL from the text.

WEDNESDAY: Words in Literature

Caption

1. Look up the word in a dictionary. Write what it means in literature.
2. Determine the Part of Speech.
3. Write the definition in your own words.

Draw a picture that represents the word.
THURSDAY: I Can Determine the Central Idea of a Text.  RL 7.2

Read the excerpt from Percy Jackson written by Rick Riordan.

My name is Percy Jackson.

I’m twelve years old. Until a few months ago, I was a boarding student at Yancy Academy, a private school for troubled kids in upstate New York.

Am I a troubled kid?

Yeah. You could say that.

I could start at any point in my short miserable life to prove it, but things really started going bad last May, when our sixth-grade class took a field trip to Manhattan—twenty-eight mental-case kids and two teachers on a yellow school bus, heading to the Metropolitan Museum of Art to look at ancient Greek and Roman stuff.

I know—sounds like torture. Most Yancy field trips were.

But Mr. Brunner, our Latin teacher, was leading this trip, so I had hopes.

Mr. Brunner was this middle-aged guy in a motorized wheelchair. He had thinning hair and a scruffy beard and a frayed tweed jacket, which always smelled like coffee. You wouldn’t think he’d be cool, but he told stories...

1. In a complete sentence write the CENTRAL IDEA of the text.

2. List KEY DETAILS in the text.

Who is this text about?
What is happening in this text?
When and/or where is this happening?
Why is this happening?

FRIDAY: Growth Mindset

Read the following scenario and explain how you can approach this scenario with a growth mindset. Remember a growth mindset is when you believe abilities and talents can be developed with dedication and hard work. In addition, a growth mindset believes challenges and failures are opportunities to improve learning.

A student just started a new school. He is worried he will not make friends, and he wishes he could be more like his brother that always makes friends easily.
**MONDAY: I Can Write an Objective Summary**

Read the excerpt from *Up Before Daybreak* by D. Hokinson.

During the heat of the Alamo struggle, Davy fought bravely. A letter from an Alamo defender said, "Davy Crockett and James Bowy (Bowie) are fighting at San Antone (Antonio) like Tigers."

A letter written from San Augustine, Texas on March 29, stated: "The honorable David Crockett... was found dead with about twenty of the enemy with him and his rifle broken to pieces. It is supposed that he killed at least twenty to thirty himself."

In the final stages of the battle, Davy was thought to have fought fiercely. After he ran out of ammunition, he was said to have swung Old Betsey by the barrel, clubbing the attackers.

1. In a complete sentence write the CENTRAL IDEA of the text.

2. Answer the five W's about the text.
   - Who?
   - What?
   - When?
   - Where?
   - Why?

**TUESDAY: Central Idea**

Read the excerpt from *Not Guilty* written by George Sullivan.

Because her parents worked the farm by themselves, Maria was responsible for feeding Srulik and Moses and bringing them books. While Stanislaw watched for Nazis and neighbors, Maria carried food out to the barn three times a day. It took her six trips because she could carry only one dish at a time. This routine continued for two years, and with each passing day, Maria wondered when their luck-and hers-would run out.

1. In one or two words write the topic of this excerpt.

2. In a complete sentence, write the CENTRAL IDEA of the passage.

3. Write a KEY DETAIL from the text.

**WEDNESDAY: Words in Literature**

Climax

1. Look up the word in a dictionary. Write what it means to literature.

2. Determine the part of speech.

3. Write the definition in your own words.

Draw a picture that represents the word.
THURSDAY: I can write an objective summary.

Read the following excerpt from written by.
On a separate sheet of paper write a five sentence summary of the text. Your first sentence should include the name of the text and the author. Your summary should include the central idea and the five Ws (who, what, when, where, and why).

Eleven-year-old Muhammad Bilal flinched. The sore on his ankle rubbed against the iron shackle that held him, sending shivers of pain up his think leg. He pushed his foot closer to the wooden board to which he was fastened and tried to shift his body. The man chained next to him made a noise, it sounded almost like a hoarse bark, and Muhammad knew the man’s throat must have pained from lack of water. He looked at the small square of light slanting through the grating a few feet from him. Particles of dust floated in the heavy air, as if suspended in the stifling heat that rose from the bowels of the ship, and from the bowels of the dark creatures within its hold. In the days where he had first been brought on the ship, a small knot of men had forced their way beneath the hatch opening so that they could suck in the occasional breeze. He remembered seeing how their black faces strained upward toward the deck of the rolling ship... Their faces, like ebony masks edged in gold were lit by the sun. Their arms, their bodies, their dreams, lay in the darkness below.

The ship rocked gently in its mooring for eighteen days, and for eighteen days more and more men and young boys were dragged on into the dark hold. There was not room to move, to stretch aching muscles, even to lift a sore hip or elbow from the hard wood of the ship. On the nineteenth day the ship moved. First it lurched then it rolled, the boards creaking and groaning like the bellowing of some dying beast. By the twenty-third day the first man on board the ship had died. Muhammad’s thought kept going back to the day he was captured.

FRIDAY: Growth Mindset

Think about something that is challenging for you. Journal about how you can overcome this challenge. Also discuss why overcoming this challenge will help you in the future.

________________________________________________________________________

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________________________________________________________________________
**GIANT Spring Break Word Search**

DIRECTIONS: Find and circle the vocabulary words in the grid. Look for them in all directions including backwards and diagonally.

**Adventure**
**Aquarium**
**Backyard**
**Bake**
**Barefoot**
**Baseball**
**Beach**
**Bike**
**Birds**
**Books**
**Break**
**Breeze**
**Bubbles**
**Butterfly**
**Camping**
**Car**
**Chalk**
**Clean**
**Clouds**
**Crafts**
**Create**
**Dance**
**Easter**
**Egg Hunt**
**Family**
**Fish**
**Flowers**
**Fort**
**Friends**
**Fun**
**Games**
**Garden**
**Getaway**
**Grass**
**Hike**
**Home**
**Ice Cream**

**Jump**
**Kite**
**Ladybug**
**Lazy**
**Lemonade**
**Library**
**Movies**
**Museum**
**Nap**
**Nature**
**No School**

**Outdoors**
**Outing**
**Park**
**Party**
**Picnic**
**Plant**
**Play**
**Puddles**
**Puzzles**
**Rain**
**Read**

**Relax**
**Showers**
**Sleep**
**Spring**
**Suitcase**
**Sunshine**
**Trip**
**Vacation**
**Visit**
**Walks**
**Zoo**

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DIRECTIONS: Find and circle the vocabulary words in the grid. Look for them in all directions including backwards and diagonally.
Giant Spring Break Word Search Solution

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HOW ARE JELLY BEANS MADE?

You may or may not like to eat beans, but I bet there’s one kind of bean that you would eat. It’s hard on the outside with a gooey, soft center. It’s also really sweet and very tasty. What kind of bean would that be? Jelly beans of course! Jelly beans are a popular type of candy typically eaten around Easter time each year. They are shaped like a bean and come in a rainbow of colors and a wide variety of flavors. Their main ingredient is sugar which makes them a tasty treat.

Jelly bean manufacturers heat liquid sugar to about 350° F. Next, they mix in starch and glucose (sugar). This mixture of ingredients is poured into molds shaped like beans. Jelly beans get their unique, chewy texture by air drying in the molds for at least 24 hours. After that, they are removed and steamed or coated with more liquid sugar before being placed in to a spinning machine. As the jelly beans are spun, artificial colors and flavors are added to give them their final coloring and taste. Before being removed from the spinning process, grains of sugar are added to the spinning machine. It is this granular sugar that gives the jelly beans their hard outer shell. Finally, hot syrup and wax are added to the spinning machine at the very end to give the jelly beans their final polished, glossy look.

Once they are finished, the jelly beans are dried and packaged. Manufacturers sell these packages of mixed flavors to give jelly bean fans around the world a wide variety of flavors. Today, jelly beans are available in traditional flavors that include cherry, orange, grape, strawberry, lemon, and licorice. Many gourmet flavors such as popcorn, blueberry, and coffee have become popular over time and are now available from several different specialty shops.

Directions: Answer the following questions about the article.

1. What is the purpose of this article?
   a) To persuade the reader to eat more jelly beans.
   b) To inform the reader about how jelly beans are made.
   c) To explain the texture and taste of jelly beans.

2. Why did the author include the first paragraph in the article?
   a) To help the reader draw a mental picture of jelly beans.
   b) To explain why jelly beans are tasty treats.
   c) To encourage the reader to eat more jelly beans.
How are Jelly Beans Made?

Directions: Answer the following questions about the article.

3. What does the author mean by, "I bet there's one kind of bean that you would eat."
   a) The author is getting ready to tell the reader about the importance of eating beans.
   b) The author is trying to explain that all beans are tasty.
   c) The author is telling the reader that this article is about a special kind of bean.

4. Based on the information in the article, what is the most important ingredient of jelly beans?
   a) sugar
   b) starch
   c) artificial flavoring

5. Which detail from the article supports your answer for #4?

6. What can you infer about the process of making jelly beans?
   a) It's quite an easy process. Anyone could make jelly beans.
   b) There are a lot of steps to making jelly beans, and it's time consuming.
   c) Some of the steps to making jelly beans are not needed. There are easier ways.

7. Which step comes just before jelly beans are steamed and coated with more liquid sugar?
   a) They are air dried in molds for at least 24 hours.
   b) They are placed into a spinning machine.
   c) They are tossed with granular sugar to make the hard, outer shell.

8. Why is it important for manufacturers of jelly beans to add hot syrup and wax at the end of the spinning process?
   a) It gives the jelly beans their final coloring and taste.
   b) It helps the jelly beans form a hard, outer shell.
   c) It gives the jelly beans their polished, glossy look.

9. Why is it important for manufacturers to package jelly beans in an assortment of flavors instead of just one flavor per package? Find one detail from the article to support your answer.

10. How are traditional jelly beans and gourmet jelly beans alike and different?
**WHO’S TELLING TELLING THE STORY?**

<table>
<thead>
<tr>
<th>1ST PERSON</th>
<th>2ND PERSON</th>
<th>3RD PERSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the characters is telling the story.</td>
<td>Puts the reader in the story.</td>
<td>The author or narrator is telling the story.</td>
</tr>
<tr>
<td>Pronouns: I, Me, My, Our, We</td>
<td>Pronoun: You</td>
<td>Pronouns: He, Him, She, Her, They, Them</td>
</tr>
</tbody>
</table>

**Directions:** Label the point of view of each story below. Use the chart to help you.

1. “It’s time to present your projects,” Mrs. Riley announced to the class. You know that you are not prepared. Your hands get sweaty and your heart starts pounding. “Who wants to go first?” Mrs. Riley asks while looking straight at you. You slump down in your chair pretending not to notice while secretly hoping that someone else will volunteer.

2. Kelly could feel the excitement of spring. It was finally warm enough to play outside with her friends. They had been waiting for this day all winter. She quickly ran home to change after school and met her friends at the park. They were already there swinging on the new park swings. She was so happy to finally get outside!

3. I remember learning how to type. It was so difficult to keep my fingers where they needed to be on the keyboard. No matter how hard I tried, I always made mistakes. My teacher had us practice at school every day for three months. Finally, I got it! “You type like a pro now!” my teacher said as she watched me type a book report assignment.

4. Jake went for a bike ride in his neighborhood. He ran into his friend, Max. They thought it would be a good idea to go to the movies instead of riding their bikes. Jake and Max called their parents to ask permission. Their parents said yes, so both boys jumped on their bikes and pedaled off to the movie theater in town.

5. Your alarm clock rings loudly and you know it’s time to get up or you’re going to be late for school. Just five more minutes you say to yourself as you doze back to sleep. Twenty minutes later you awaken to a blaring alarm clock. You look at the time and quickly jump out of bed. You know you should have went to bed earlier last night.

6. It was the perfect day for a field trip to the zoo. I was so excited to see all the animals. Our bus left promptly at 8:00 A.M. and we were on our way! My friends were just as excited as I was. We talked and played cards on the bus ride there. Once we arrived, we started our tour of each animal exhibit. I had the best day ever!
Egg Hunt FOR VERBS

**Progressive verb tenses** describe the ongoing actions in the past, present, and future.
- Present tense verbs tell about actions happening now.
- Past tense verbs tell about actions that have already happened.
- Future tense verbs tell about actions that are going to happen.

**Directions:** Read the progressive verb tenses on the eggs below. Decide if they are written in present tense, past tense, or future tense. Color the eggs according to the chart.

Then, list the verb tense below the egg. Last, rewrite the phrase in the verb tense listed.

<table>
<thead>
<tr>
<th>Present Tense Verbs</th>
<th>Past Tense Verbs</th>
<th>Future Tense Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orange &amp; Purple</td>
<td>Pink &amp; Green</td>
<td>Yellow &amp; Blue</td>
</tr>
</tbody>
</table>

1. **is running**
   - Verb Tense: __________
   - Rewrite in past tense: __________

2. **was reading**
   - Verb Tense: __________
   - Rewrite in present tense: __________

3. **will be sleeping**
   - Verb Tense: __________
   - Rewrite in past tense: __________

4. **was cheering**
   - Verb Tense: __________
   - Rewrite in future tense: __________

5. **is arriving**
   - Verb Tense: __________
   - Rewrite in future tense: __________

6. **will be hiking**
   - Verb Tense: __________
   - Rewrite in present tense: __________

7. **was shopping**
   - Verb Tense: __________
   - Rewrite in future tense: __________

8. **is bringing**
   - Verb Tense: __________
   - Rewrite in past tense: __________

9. **will be coming**
   - Verb Tense: __________
   - Rewrite in present tense: __________

10. **was hoping**
    - Verb Tense: __________
    - Rewrite in future tense: __________

11. **is hopping**
    - Verb Tense: __________
    - Rewrite in future tense: __________

12. **will be camping**
    - Verb Tense: __________
    - Rewrite in past tense: __________

13. **was moving**
    - Verb Tense: __________
    - Rewrite in present tense: __________

14. **is driving**
    - Verb Tense: __________
    - Rewrite in past tense: __________

15. **will be buying**
    - Verb Tense: __________
    - Rewrite in present tense: __________
WHY DO RABBITS HOP?

What has big ears, a tiny twitching nose, and are super soft, furry, and adorable? Bunnies of course! Bunnies are baby rabbits, and who doesn’t love a cuddly baby bunny? You see rabbits and bunnies everywhere you look when Easter rolls around, but have you ever wondered why they hop instead of walk like humans? The simple answer is: they were made to hop.

A rabbit’s leg is special and very different from a human leg. Rabbits have back legs that are long and strong. They can leap forward great distances with a single push of their back legs. Rabbits land on their front legs and this helps them balance while their back legs spring forward into position to push off for another leap. We call this particular way of moving — hopping. Simply put, it’s the biological way rabbits were born to move based on the way their bodies are made.

Rabbits can also move very quickly! Their strong legs allow them to travel as fast as 50 miles per hour in short bursts. Their strength gives them the ability to leap into the air and forward over the ground. Believe it or not, rabbits can easily leap almost four feet into the air and 10 feet forward in a single hop. This amazing leaping ability actually protects rabbits from predators. They must be able to get away quickly, and their unique back legs allow them to do just that. Rabbits can also use their strong back legs as weapons for self-defense. If a predator threatens a rabbit, it will often get a swift and painful kick from the rabbit’s hind legs as a warning to back off!

The next time you see a cute little bunny rabbit hopping around, just think about how strong and powerful its back legs are. You may even want to challenge it to a race to see whose legs are faster!

Directions: Answer the following questions about the article.

1. What point is the author trying to make in this article?
   a) A rabbit’s foot is a good defense weapon.
   b) A rabbit’s foot is different than a human foot.
   c) Rabbits can leap great distances.
   
2. How does the author support the idea that a rabbit's leg is made differently than a human's leg?
   a) Their back legs are long, strong, and made for leaping.
   b) A rabbit's foot is carried for luck.
   c) Rabbits are better at balancing.
Why Do Rabbits Hop?

Directions: Answer the following questions about the article.

3. Identify two points the author is trying to make in the text.
   a) A rabbit's foot is lucky and they only use their front legs for hopping.
   b) Rabbits are furry and easy to catch.
   c) Rabbits use their legs to hop and as weapons for defense.

4. Why did the author write, "A rabbit's leg is special and very different from a human leg."
   a) To show the reader that humans should hop instead of run.
   b) To help explain that a rabbit's leg is designed for hopping.
   c) To explain how humans are like rabbits.

5. What detail in the article supports the fact that rabbits are fast?

6. What evidence is given that a rabbit's hind legs are also used as weapons?
   a) Rabbits can easily leap 4 feet into the air.
   b) Rabbit's run to get away from predators.
   c) Predators often receive a swift and painful kick as a warning.

7. What reason is given for why rabbits hop?
   a) They were made to hop.
   b) Their back legs are longer than their front legs.
   c) Rabbits land on their front legs.

8. Describe how the author explains why rabbits move by hopping.

9. What evidence in the text supports the fact that rabbits have a lot of strength in their legs?
   a) They have big ears.
   b) They can easily leap 4 feet into the air and 10 feet forward.
   c) Their front legs help them balance.

10. What was the author's purpose for writing this article?
Directions: Write the correct words in the blank to complete the sentences.

1. ___________ Your/You’re Easter basket is full!
2. ___________ He sit/set his watch to half past three.
3. ___________ Do you like they’re/their/there new car?
4. ___________ Its/It’s never too late for ice cream!
5. ___________ I will take this/these cupcakes with me.
6. ___________ He thinks your/you’re wonderful!
7. ___________ I want to go to the Easter egg hunt, to/too/two!
8. ___________ Put the Easter candy over they’re/their/there.
9. ___________ Did you see its/it’s hind legs?
10. ___________ Do you think this/these bunny is cute?
11. ___________ Come here and sit/set on the couch with me.
12. ___________ I will bring eggs to/too/two the neighborhood egg hunt.
13. ___________ Its/It’s ears were long and floppy.
14. ___________ You can sit/set the eggs on the table.
15. ___________ I think they’re/their/there going to be at the party.
16. ___________ Will you carry this/these books for me?
17. ___________ There are to/too/two Easter eggs in her basket.
18. ___________ Your/You’re going to have so much at the spring dance.

Show what you know!

Write 3 complete sentences using the words to/too/two correctly.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Write 3 complete sentences using the words they’re/their/there correctly.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

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THEMES FOUND IN FABLES

THEME THE MESSAGE
A message, universal truth, or central idea about people, life, and the world we live in that the author wants the reader to understand.

In fables, finding the moral of the story can also help you find the theme.

THE ANT AND THE GRASSHOPPER
One summer day, a grasshopper was hopping about in a field chirping and singing. An ant crawled by dragging a large ear of corn that he was taking to his nest. "You look tired. Come sit and chat with me," suggested the grasshopper. "I'm helping to lay up food for the winter," said the ant. "I would recommend that you do the same." "Why bother with that now?" said the grasshopper. "We have plenty of food right now." The ant shook his head and labored on his way. When winter came the grasshopper had no food and found himself dying of hunger. He saw the ants eating corn and grain each day from the stores of food they had collected in the summer. Now food was scarce. He knew he should have prepared better for the winter months.

1. What is the moral of the story? ___________________________________

2. Which of the following best demonstrates the theme of the story?
   a) Good versus Evil
   b) Courage
   c) Necessity of Work

THE CROW AND THE PITCHER
A crow that was dying of thirst saw a pitcher. Hoping to find water, he flew to it with delight. When he reached it, he discovered that it contained so little water that he could not possibly get any out. He tried everything he could think of to reach the water, but all of his efforts were in vain. The crow had an idea. He collected as many stones as he could carry and dropped them one by one into the pitcher. He slowly managed to bring the water within his reach and thus saved his life.

3. What is the moral of the story? ___________________________________

4. Which of the following best demonstrates the theme of the story?
   a) Never Give Up
   b) Circle of Life
   c) Fear of Failure
THE MONKEY AND THE COOKIES
A monkey saw a jar of cookies. He knew that all the other monkeys would want one too, so he put his hand into the jar and grabbed onto as many cookies as he could possibly hold. When he tried to pull his hand out, he was prevented from doing so by the neck of the cookie jar. Unwilling to lose the cookies, and yet unable to withdraw his hand, he burst into tears with disappointment.

5. What is the moral of the story?  

6. Which of the following best demonstrates the theme of the story?  
   a) Overcoming Weakness  
   b) Greed As Downfall  
   c) Man versus Nature

THE FOX AND THE GOAT
One day a fox fell into a deep well and could find no means of escape. A thirsty goat came by, and seeing the fox, inquired if the water was good. The fox praised the good water, saying it was excellent and encouraged the goat to come down to try it for himself. The goat, only thinking of his thirst, thoughtlessly jumped into the well. Just as he was about to drink, the fox informed him that there was no escape. "If you will place your forefeet upon the wall and bend your head, I will run up your back to escape. I will help you out afterwards," the fox said. The goat agreed and the fox leaped upon his back and safely reached the mouth of the well. The fox looked down at the goat and cried out, "You foolish old fellow! If you had as many brains in your head as you have hairs in your beard, you would never have gone down before you had inspected the way up."

7. What is the moral of the story?  

8. Which of the following best demonstrates the theme of the story?  
   a) Beating the Odds  
   b) Love and Death  
   c) Dangers of Ignorance

THE MULE IN THE LION’S SKIN
A mule found a lion’s skin that hunters had left in the sun to dry. He put it on and quickly noticed that all men and animals fled at his approach. He was proud and felt just like a king lion. In his delight, he lifted up his voice and brayed loudly. A fox stopped short as soon as he heard the voice. Approaching the mule, he said with a laugh, "If you had kept your mouth shut you might have frightened me, too. But you gave yourself away with that silly bray."

9. What is the moral of the story?  

10. Which of the following best demonstrates the theme of the story?  
    a) Deception  
    b) Struggle for Equality  
    c) Peace and War

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BOOK REVIEWS

Directions: Choose a favorite book you have read recently and complete the book review below.

Title of book: ________________________________

Author of book: ________________________________

Give your book a STAR rating!

★★★★★

Setting:
When and where did the story take place?

______________________________

Who were the main characters?

______________________________

Summary:
Write a brief summary of the book. Include a beginning, middle, and end.

______________________________

______________________________

______________________________

End your summary with the following sentence.
Read ___________________________ to find out what happens!

(title of book)