Daily Lesson Plan

Grade Level: 5th, time not to exceed: 90 min
Day: 1

Parent Guidance
The following activities are intended to be a review. These activities were chosen to be accessible to both you and your child. You know your child and yourself, so monitor if either of you become frustrated. Discontinue the activity. Please make note of this to share with your classroom teacher, so adjustments can be made as necessary. Feel free to do the activities in the order of your child’s preference.

English Language Arts
Directions:
Today, your student will complete three reading activities that cover reading literacy, reading informational, and poetry text. Please have your student read each passage and answer the questions in the packet. Vocabulary support is included with the readings. Please discuss the vocabulary words with your son or daughter. An answer key is also provided to help you check his or her answers. We also encourage you to have your child read 20 minutes each day!!

- Activity 1: Read Works Informational- The Two Harriets, Heroines of Abolition
- Activity 2: Read Works Narrative Literature- The Phonograph
- Activity 3: Read Works Poetry- The Echoing Green

Test Taking Strategies & Practice
Directions: Please discuss the strategies for DO's and DON'Ts on the first page. Have your son or daughter complete the lesson and answer the reflection questions at the end. Talk with him or her about what they would do differently and what they would do the same for next time.

- Activity 1: Lesson 1-Recognizing Main Ideas

Math
Directions: Today, your student will complete a packet of challenge questions and play a math memory game. The game does include parent participation. The directions and materials are included.

- Activity 1: Area and Perimeter Challenge Problems
- Activity 2: Complementary/Supplementary Memory Math Game
Many people fought against slavery in the United States. They were called abolitionists because they wanted to abolish (get rid of) slavery. Two of the best-known abolitionists were both named Harriet: Harriet Beecher Stowe and Harriet Tubman.

Harriet Beecher Stowe was the sixth of 11 children born to a minister and his wife. She was just five years old when her mother died. At age 13, she started going to a school founded by her sister, where she learned to be a teacher and started writing. She wrote her first book at age 22.

In 1852, her novel *Uncle Tom's Cabin* was published. It quickly became a bestseller. Indeed, it was the most popular book in America. Although the book was fiction, it was based on the lives of real people. The novel tells the story of several slaves, but its main character is Tom, a man with a wife and children. Tom is separated from his family and sold to one plantation owner after another. The last of his owners is a cruel man named Simon Legree. Legree orders Tom to beat the other slaves on his plantation. Tom refuses, so Legree beats Tom. Legree orders his hired hands, called overseers, to kill Tom. While Tom dies, several of the other characters in the book escape from slavery by traveling north to Canada via what was called the Underground Railroad. The Underground Railroad was not an actual railroad, but a network of people who helped shelter and guide slaves to their freedom.
Stowe's novel moved many readers and inspired them to speak out against slavery. Many plays were performed based on the novel's characters. But her book angered people in the South, and historians believe it helped lead the Southern states to break away from the North a decade later, which marked the beginning of the Civil War. *Uncle Tom's Cabin* was so influential that when President Abraham Lincoln met Stowe in 1862, he is supposed to have said: "So you're the little woman who wrote the book that started this great war."

Like Harriet Beecher Stowe, Harriet Tubman was one of 11 children. Both of Harriet Tubman's parents were slaves on a plantation in Maryland. Tubman began working at six years old, rented out by her "master" as a weaver. As a teenager, she began working in the fields of the plantation. She suffered many beatings at the hands of the plantation's overseers, which caused permanent damage. Learning that the plantation owner planned to sell her and her brothers, she decided to escape. Guided only by the North Star in the sky, she made her way to Pennsylvania, frequently on foot.

But Tubman was not content simply to live in freedom. She became active in the Underground Railroad Harriet Beecher Stowe had written about.

Just one year after her own escape, she returned to the South to rescue her sister and her sister's two children. Then she returned once again for one of her brothers. Sometime later, she returned yet again to rescue her parents. It was not just her family she helped to become free. She wanted to help other slaves to escape. She returned to the South 19 times. The exact number of slaves that Tubman led to freedom is unknown; a 19th century biography stated that she rescued 300 slaves, while modern historians estimate the total was closer to 70.

During the Civil War, Tubman worked for the Union Army as a nurse and a cook. She also became a spy. In one daring mission, she learned the position of the Confederate Army along the Combahee River in South Carolina and traveled on a gunboat with hundreds of Union Army soldiers as they freed about 750 slaves.

Both Harriets lived fruitful lives long past the Civil War. Harriet Beecher Stowe continued to write, publishing more than 30 books. In her 80s, Harriet Tubman opened a nursing home in her adopted hometown of Auburn, NY for older African Americans. Both spoke out for women's rights. But Harriet Tubman and Harriet Beecher Stowe are now recognized for their different but important roles in ending slavery in the United States of America.
abolish  a·bol·ish

Advanced Definition
transitive verb
1. to do away with; put a stop to; end.

Compulsory military service has been abolished.

Should the death penalty be abolished?

2. to take out of existence.

Some wish to abolish the former leader's name from the history books.

Spanish cognate
abolir: The Spanish word abolidir means abolish.

These are some examples of how the word or forms of the word are used:

1. Initially, the eradication project aimed to abolish polio by 2000. Eleven years and $8 billion later, the virus stubbornly hangs on.

2. It's been nearly 142 years since the Civil War ended and Congress ratified the 13th Amendment, abolishing slavery in the United States. Saying sorry now, critics say, just doesn't make sense.

3. The monarchy of Brazil was abolished in 1891. Brazil's government is now made up of a president, a legislature, and a judicial branch. A constitution protects the rights of the people against unfair rule.

4. In the 1830s Sam Sharpe, a Baptist preacher, led a large revolution known as the Christmas Rebellion. Several years later, slavery in Jamaica was finally abolished for good. Soon after, the sugar industry collapsed.

5. Some slaves in the North were offered freedom to fight for the British during the Revolutionary War (1775-1783). However, slavery wasn't abolished in the United States until the end of the Civil War (1861-1865). New Jersey, for example, reported 18 slaves in 1860.
**heroine**  her-o-ine

**Advanced Definition**

noun

1. a woman of heroic character or deeds.

2. the primary female character in a play, poem, story, or novel.

**Spanish cognate**

*heroína*: The Spanish word *heroína* means heroine.

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**These are some examples of how the word or forms of the word are used:**

1. Her **heroine** was a girl named Carlita Meroni. A beautiful Floridian surfer with blonde hair and amazing surf style, Carlita had qualified for the Pro Tour at age 19. She was now 23, and had appeared on the covers of magazines like Surfer and Transworld Surf.

2. William Shakespeare gave theatre some of its most famous **heroines**: Cleopatra, Juliet, Rosalind, Desdemona. But who was playing them on stage in his lifetime? Not female actors, but young boys!
influential  in·flu·en·tial

Advanced Definition

adjective

1. having authority, sway, or power to affect others.

Spanish cognate

influyente: The Spanish word *influyente* means influential.

These are some examples of how the word or forms of the word are used:

1. What makes people shy? Several factors, including genetics, psychology, life experiences, and environment, can influence whether a person is shy.

2. Sigmund Freud was a medical doctor, physiologist, and psychologist. He was one of the most influential thinkers of the twentieth century. He is known as the father of psychoanalysis.

3. The way Native peoples shared their leadership also inspired Europeans to challenge their monarchies. Native ideas about personal liberty eventually helped influence the structure of government in the United States.

4. Some earthchanging events occur naturally, but others come from us, from humans. It’s important to remember that we have our own impact on the earth. In many cases, humans influence the earth’s natural processes on purpose, speeding them up, slowing them down, or manipulating them in other ways to get something we want-usually a natural resource, like water or oil.

5. Zhu-Xi, an influential scholar of neo-Confucianism, contributed to the acceptance of foot binding in China. According to Zhu-Xi, the practice reflected purity and discipline. He introduced it in Fujian as a way of spreading Chinese culture and teaching about the proper way for men and women to interact.
1. What is an abolitionist?
   A. someone who was in favor of slavery
   B. someone who was well-educated
   C. someone who wanted to get rid of slavery
   D. someone who has escaped from slavery

2. How does the author compare Harriet Tubman and Harriet Beecher Stowe?
   A. They were both abolitionists.
   B. They were both African-Americans.
   C. They were both famous authors.
   D. They both worked for the Union Army.

3. Harriet Tubman's work to improve the lives of African-Americans continued after the Civil War. What evidence from the passage supports this conclusion?
   A. "But Tubman was not content simply to live in freedom. She became active in the Underground Railroad Harriet Beecher Stowe had written about."
   B. "In her 80s, Harriet Tubman opened a nursing home in her adopted hometown of Auburn, NY for older African-Americans."
   C. "Just one year after her own escape, she returned to the South to rescue her sister and her sister's two children. Then she returned once again for one of her brothers."
   D. "During the Civil War, Tubman worked for the Union Army as a nurse and a cook. She also became a spy."

4. Read the following sentences: "[Harriet Tubman] also became a spy. In one daring mission, she learned the position of the Confederate Army along the Combahee River in South Carolina and traveled on a gunboat with hundreds of Union Army soldiers as they freed about 750 slaves." Based on this information, what can you conclude about Harriet Tubman?
   A. She was kind.
   B. She was generous.
   C. She was modest.
   D. She was brave.
5. What is this passage mostly about?

A. two women named Harriet and their roles in helping to end slavery
B. two women named Harriet and their lives during the Civil War
C. how Harriet Beecher Stowe's book helped start the Civil War
D. how Harriet Tubman led slaves to freedom on the Underground Railroad

6. Read the following sentences: "But her book angered people in the South, and historians believe it helped lead the Southern states to break away from the North a decade later, which marked the beginning of the Civil War. *Uncle Tom's Cabin* was so influential that when President Abraham Lincoln met Stowe in 1862, he is supposed to have said: 'So you're the little woman who wrote the book that started this great war.'"

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

A. not having a say in something
B. uninteresting, boring, or unengaging
C. having power to cause change
D. scared or hesitant to do something

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

Harriet Tubman and Harriet Beecher Stowe had many things in common; ____________, they were both abolitionists, they both fought for women's rights, and they were both one of eleven children.

A. however
B. specifically
C. meanwhile
D. consequently
8. Approximately how many slaves did Harriet Tubman help escape to freedom?

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9. How was Stowe's novel *Uncle Tom's Cabin* influential in the period leading up to the Civil War?

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10. "But Harriet Tubman and Harriet Beecher Stowe are now recognized for their different but important roles in ending slavery in the United States of America.” Explain how each of the Harriets helped to end slavery. Support your answer using information from the passage.

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1. What is an abolitionist?
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   - B. someone who was well-educated
   **C. someone who wanted to get rid of slavery**
   - D. someone who has escaped from slavery

2. How does the author compare Harriet Tubman and Harriet Beecher Stowe?
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3. Harriet Tubman's work to improve the lives of African-Americans continued after the Civil War. What evidence from the passage supports this conclusion?
   - A. "But Tubman was not content simply to live in freedom. She became active in the Underground Railroad Harriet Beecher Stowe had written about."
   - B. "In her 80s, Harriet Tubman opened a nursing home in her adopted hometown of Auburn, NY for older African-Americans."
   - C. "Just one year after her own escape, she returned to the South to rescue her sister and her sister's two children. Then she returned once again for one of her brothers."
   - D. "During the Civil War, Tubman worked for the Union Army as a nurse and a cook. She also became a spy."

4. Read the following sentences: "[Harriet Tubman] also became a spy. In one daring mission, she learned the position of the Confederate Army along the Combahee River in South Carolina and traveled on a gunboat with hundreds of Union Army soldiers as they freed about 750 slaves." Based on this information, what can you conclude about Harriet Tubman?
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B. two women named Harriet and their lives during the Civil War
C. how Harriet Beecher Stowe's book helped start the Civil War
D. how Harriet Tubman led slaves to freedom on the Underground Railroad

6. Read the following sentences: "But her book angered people in the South, and historians believe it helped lead the Southern states to break away from the North a decade later, which marked the beginning of the Civil War. *Uncle Tom's Cabin* was so influential that when President Abraham Lincoln met Stowe in 1862, he is supposed to have said: 'So you're the little woman who wrote the book that started this great war.'"

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

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A. however
B. specifically
C. meanwhile
D. consequently

8. Approximately how many slaves did Harriet Tubman help escape to freedom?

Harriet Tubman helped between 70 and 300 slaves escape to freedom.
9. How was Stowe's novel *Uncle Tom's Cabin* influential in the period leading up to the Civil War?

Stowe's novel *Uncle Tom's Cabin* was influential in the period leading up to the Civil War because it inspired readers to speak out against slavery; it angered people in the South, and historians believe it helped lead the Southern states to break away from the North a decade after its publication.

10. "But Harriet Tubman and Harriet Beecher Stowe are now recognized for their different but important roles in ending slavery in the United States of America." Explain how each of the Harriets helped to end slavery. Support your answer using information from the passage.

Answers may vary and should be supported by the passage. Students should indicate that Harriet Tubman helped end slavery by leading slaves to freedom on the Underground Railroad and serving in the Union Army as a spy during the Civil War. Harriet Beecher Stowe helped end slavery by writing *Uncle Tom's Cabin*, which historians believe helped lead the Southern states to break away from the North, thereby causing the Civil War and the ultimate end to slavery with the Union's victory.
Adam groaned and dropped his duffel bag and backpack heavily onto the floor of the small cabin he and his family had just entered. They would be here for almost two weeks—his dad's idea of "family bonding" and a good summer vacation. It had rained the entire five-hour drive to the cabin, and the dark gray clouds that hung low in the sky didn't seem to be drifting away. Outside was the heavily forested state park and just about nothing else—they hadn't even passed a ranger's hut for miles and miles. And there wasn't even Internet or cell service here.

"This is great!" Julia, Adam's twin sister, dropped her duffel bag onto the floor and flopped back on the old, creaky couch. She was a lot like their dad, and she couldn't think of anything more fun than hiding out in the middle of nowhere for two weeks, just spending time with family and hiking when the mood struck. She and Adam had so many differences in their personalities that he couldn't believe they had shared the same womb.

"Yeah...it's awesome," Adam said. He sat down on the couch next to her and noticed the old clunky television set on the wooden console table in front of them. His dreams of faking sick to watch daytime Major League Baseball while the rest of the family hiked around the mountains quickly died.

"Look at this!" Dad exclaimed, walking through the doorway. His hair was plastered with water, and rain dripped down his face. "There's even a fireplace. Can't wait to get that all built up."

Mom shut the bathroom door behind her. "At least the toilets work," she muttered. Adam immediately felt a rush of goodwill and companionship toward his mom, with whom he usually fought over the TV's remote control and the family computer (the fact that he didn't have his own computer was a whole other issue).
"This is really going to be fabulous," his dad said. He swiped his hair back over his head so that it slicked back, and shook out his hands. He locked the door and got busy unpacking all of the groceries they had purchased at the mini-mart just outside the state park. Adam's mom rolled her eyes and sat between Adam and Julia on the couch.

Their mom had been kind of weird around their dad for a while now. Julia and Adam talked about it before they left. Mom seemed distant, always looking off in another direction whenever anyone asked her a question, washing clean dishes that were sitting in the drying rack...things like that.

Dad didn't want to talk about it; he just said that Mom had lots of things on her mind and that the twins should leave her alone. Adam hated when their dad brushed things under the rug like that, but Julia said it was his way of coping. She always seemed to have the answer to that sort of emotional thing.

"What's on TV?" Mom said, reaching towards the fat old-fashioned remote.

"Nuh-uh-uh!" Dad said, rushing over and pulling the remote out of her hands. "Let's just see how far we can go without watching TV, like we said, right?"

Mom leaned back on the couch and crossed her arms.

"I'm going to unpack," Julia said, standing up. She looked at Adam pointedly, and he followed her to the back of the house, where they would share the second room.

He closed the door behind him.

"Wow, there's a lot of tension in that room," she said, dropping her duffel onto the bed by the window.

"Yeah," Adam said. He liked to let Julia analyze certain situations before he formed an opinion about them. He supposed this was part of being a twin, but maybe he was just lazy.

"I just feel that Mom's been so distant lately, and Dad's been so weird about it. There has to be something else going on, right?" Julia stood, half-looking at him across the room, with her hands on her hips. In the gloominess from the outside rain, she looked like a shorter version of their mom, but with light hair.

"Yeah," Adam said.

"What do you think it's all about?" She sat on the bed and looked at him intently.

"I don't know," Adam said truthfully. How was he supposed to try to understand his parents' world?

"Can't you contribute anything, Adam?" Julia hurled at him, and stomped out of the room.

Wow, Adam thought. We haven't even been here three hours, and everyone is already angry at each other. Adam fell back onto the bed and stared at the boring wooden ceiling.

He noticed a small metal door handle in the far left corner of the ceiling, obscured by a deep shadow. Adam was curious, so he pulled the bed over to the wall and reached high above to pull down on the door handle.
It opened up a wide rectangular trapdoor in the ceiling. There must be an attic up there. Adam listened hard for any noise from his family, but he heard nothing. He assumed they were all stewing in anger, his dad trying to make a remote vacation special, his mom crippled by boredom (like Adam was), and his sister annoyed that Adam had proven (once again) to be a terrible confidant and bosom buddy. He shrugged and pulled himself up, monkey-bars-style, into the attic.

It was a big square room, with two grimy windows looking north and south. The people who owned the cabin must have stored all of their personal stuff in the attic when they rented it out to people crazy enough to actually pay to stay here, Adam thought. There were cardboard boxes stacked up to the slanted ceiling and piles of old papers stacked up on old wooden tables and chairs. A mannequin with a black lacy dress huddled next to a large whitish wardrobe, and an old clock lay overturned by a few huge, ornate trunks with gold molding on the sides. Adam moved farther into the room, coughing against the dust that billowed up off the floor.

In the corner was a large machine that had an old-fashioned horn standing up out of it. Adam had seen pictures of this object before but had never seen a phonograph in real life. He walked toward it, drawn by the dusty brass horn and heavy box that held it up. He touched the scalloped edges of the horn, running his fingertip along its circumference. It was so different from sleek technology—his iPhone and flat screen TV and Wii game console—that he used so often. This record player was not something you could just pick up and carry around in your pocket, listening to whatever music you wanted at whatever hour of the day.

Adam dusted the phonograph off with the hem of his sweatshirt, which immediately turned gray. Mom wouldn't be too happy about that. There was a brass knob on the side of the box, and Adam turned it to wind it up. Nothing happened. Adam thought it might be like a music box, and if he wound the knob the right way, it would release some kind of sound. But this didn't seem to be working. Adam stopped turning the knob and decided to try something he had only seen in cartoons: he put a sharp needle down on the black circle that had been placed on the top of the box. All of a sudden, faraway-sounding music began to play, reminding Adam of the old-time, black-and-white movies his mom used to like to watch with him and Julia when they were little. Adam sank to the old wooden floor of the attic and leaned against the wall, listening to the quiet music. He imagined people in grayscale, dancing together in circles to the music. He imagined bonnets and hoop skirts and suits. Sitting there, in the gloom and dust of the unloved attic, Adam felt transported back to another time.

After what was at least an hour, and when it finally stopped raining, Adam climbed back into the bedroom. Julia was calling for him from outside the door, her muffled voice sounding annoyed. He closed the trapdoor carefully and hoped Julia wouldn't notice it when she came in to go to sleep.

"Did you fall asleep?" Julia asked when Adam opened the door.

"No." Adam pushed past Julia to the kitchen, where his mom and dad were sitting at opposite ends of the table, waiting for the twins.
"Let's have a nice dinner," Mom said, noticing the annoyance on both of her children's faces.

They ate pasta and salad for dinner, with some chocolate cake for dessert afterwards. Everyone's moods seemed to have quieted down, and they were able to laugh with each other. Even Mom was engaged, joking around with Dad about the sad contents of the tiny mini-mart, and how she didn't know if they'd be able to survive off of canned foods and whatever they could forage from the state park.

After dinner, and after everyone else had fallen asleep, Adam thought about waking Julia up to tell her about the phonograph. After considering it for a few minutes, he decided not to. He would keep it his secret, his special place, reserved for the times his family let the tension build up and bubble around them. He would vacation in the attic with the lovely old music and drift away to another time when he needed to.
analyze  an-a-lyze

Definition

verb

1. to separate into parts for close study; examine and explain.

_If we analyze the problem, perhaps we can solve it._

Advanced Definition

transitive verb

1. to separate into parts for close scrutiny; examine.

_If we analyze the problem, perhaps we can solve it._

_The police had the substance analyzed in the laboratory to see what it contained._

Spanish cognate

analizar. The Spanish word analizar means analyze.

These are some examples of how the word or forms of the word are used:

1. At the same time, the U.S. Department of Transportation launched its own investigation of unintended acceleration. Its _analysis_ of 58 accidents involving out-of-control Toyotas revealed no electronic malfunctions.

2. The brain is constantly remaking itself. For instance, when the brain _analyzes_ new information, it compares it with what has been learned. The process forms new connections or new pathways in the brain.

3. The brain works a lot like a computer. It constantly receives information. It _analyzes_ and processes the information. Then it responds instantly by sending out signals that cause the body to take actions.
**distant**  
**dis·tant**

**Definition**  
adjective  
1. far away in time or space.

*Dinosaurs lived in the distant past.*

*My brother moved to a distant country.*

**Advanced Definition**  
adjective  
1. far away in time or space.

*At night, we see the light from distant stars.*

*Dinosaurs roamed the earth in the distant past.*

2. cold, aloof, or removed; lacking warmth or attentiveness.

*His father was generally distant and his relationship with him was not close.*

*You seem somewhat distant today; is there anything wrong?*

3. not immediately related; not close.

*She married a distant cousin of hers.*

**Spanish cognate**  
*distante*: The Spanish word *distante* means distant.

---

**These are some examples of how the word or forms of the word are used:**

1. IceCube isn’t your typical telescope. It doesn’t reveal details of Pluto’s surface or take beautiful snapshots of distant galaxies.

2. Explorers arrived to these distant lands often with armies. Sometimes they fought the native people to establish a colony.

3. Vikings were masters at shipbuilding. Their superior vessels and navigating skills at sea help them reach many distant places all over Europe and even Russia.

4. This meant that when archaeologists unearthed them in modern times, the scientists were able to discover even more about the distant past. It was like Earth’s way of telling people its own history.

5. I was awakened at about 4 in the morning by distant thunder.

6. Long-beaked echidnas live in New Guinea. They are distant cousins of the platypus. These mammals lay eggs and catch earthworms with long, spiky tongues.
tension  ten·sion

Definition
noun
1. physical or mental pressure.

Michael has tension in his shoulders from working at a computer all day.

Not having enough money can cause tension in a marriage.

Advanced Definition
noun
1. the act of stretching or state of being stretched; strain.
2. physical, mental, or emotional strain.
3. the strain created by disharmony in a relationship, as between people or nations.
4. electrical potential.

high-tension wires

Spanish cognate

tensión: The Spanish word tensión means tension.

These are some examples of how the word or forms of the word are used:

1. In 1994, simmering tensions between two ethnic groups in Rwanda, the Hutu and the Tutsi, culminated in civil war. The Hutu slaughtered 800,000 Tutsi in fewer than four months.

2. Piano tuning is part art and part science. You're trying to get the arrangement of fourths, fifths, sixths, thirds—all musical intervals—so that when you play them, they waver at the right speeds. Gordon listens to intervals when he's tuning. Tuning the pin adjusts the tension on the string, which, in turn, adjusts the pitch.

3. Nonviolent direct action seeks to create such a crisis and establish such creative tension that a community that has constantly refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it can no longer be ignored. I just referred to the creation of tension as a part of the work of the nonviolent resister. This may sound rather shocking. But I must confess that I am not afraid of the word tension. I have earnestly worked and preached against violent tension, but there is a type of constructive nonviolent tension that is necessary for growth.
The Phonograph - Comprehension Questions

Name: ___________________________________ Date: _______________

1. Where do Adam and his family go on vacation?
   A. the Grand Canyon
   B. a big city
   C. a cabin in a state park
   D. a beach in South America

2. What is the climax of this story?
   A. Adam discovers a phonograph in the cabin's attic.
   B. Adam drops his duffle bag and backpack onto the floor of the cabin.
   C. Adam's mom wonders what is on TV.
   D. Adam's dad pulls the TV remote out of his mom's hands.

3. Adam's mom is not getting along with Adam's dad.

What evidence from the story supports this statement?
   A. Adam's sister is similar to his dad and flops onto the creaky couch in the cabin.
   B. Adam's mom rolls her eyes after his dad says, "This is really going to be fabulous."
   C. Adam's mom used to watch black-and-white movies with him and Julia when they were little.
   D. Adam spends an hour listening to the faraway-sounding music of the phonograph in the attic.

4. How does Adam's family feel about being on vacation at the beginning of the story?
   A. Adam's mom and dad are excited; Julia and Adam are not excited.
   B. Adam and Julia are excited; Adam's mom and dad are not excited.
   C. Julia and Adam's mom are excited; Adam and his dad are not excited.
   D. Julia and Adam's dad are excited; Adam and his mom are not excited.

5. What is a theme of this story?
   A. the power of money
   B. the power of love
   C. the importance of having a way to escape the troubles of your life
   D. the pleasures of visiting a big city, even if you do not know anyone there
6. Read the following sentence: "He would vacation in the attic with the lovely old music and **drift away to another time** when he needed to."

What does the phrase **drift away to another time** mean?

A. lie face upward on the surface of a lake and float away  
B. go exploring at night after everyone else is asleep  
C. forget about the present by imagining the past  
D. build a machine that allows him to travel back in time

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

Adam likes listening to the phonograph; ________, he does not like being in the cabin very much.

A. otherwise  
B. as a result  
C. especially  
D. for example

8. What large machine does Adam find in the cabin's attic?

9. How does Adam feel when listening to the phonograph?
10. Why does Adam decide to keep the phonograph a secret? Support your answer with evidence from the story.
1. Where do Adam and his family go on vacation?
   A. the Grand Canyon
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A. otherwise  
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C. especially  
D. for example

8. What large machine does Adam find in the cabin's attic?

Adam finds a phonograph.

9. How does Adam feel when listening to the phonograph?

Students may provide a literal response, noting the statement that Adam feels "transported back to another time" when listening to the phonograph. They may also infer that he feels calm and comfortable when listening.
10. Why does Adam decide to keep the phonograph a secret? Support your answer with evidence from the story.

Answers may vary, as long as they are supported by the story. Students may respond that listening to the phonograph allows Adam to escape from family tension. Therefore, to tell any of his family about the phonograph might erase the separation between what he is trying to get away from and what he uses to get away.
The Echoing Green
by William Blake

The sun does arise,
And make happy the skies;
The merry bells ring
To welcome the Spring;
The skylark and thrush,
The birds of the bush,
Sing louder around
To the bells' cheerful sound;
While our sports shall be seen
On the echoing Green.

Old John, with white hair,
Does laugh away care,
Sitting under the oak,
Among the old folk.
They laugh at our play,
And soon they all say,
"Such, such were the joys
When we all--girls and boys--
In our youth-time were seen
On the echoing Green."

Till the little ones, weary,
No more can be merry:
The sun does descend,
And our sports have an end.
Round the laps of their mothers
Many sisters and brothers,
Like birds in their nest,
Are ready for rest,
And sport no more seen
On the darkening green.
Sport  sport

Definition

noun
1. an activity in which people compete against each other. Sports have rules and require certain physical skills.

Bowling is her favorite sport.

He likes watching sports on TV.

Advanced Definition

noun
1. recreation, usually requiring skill and often vigorous physical activity.

We like to go on long hikes for sport.

2. any of a number of competitive athletic games or activities played according to established rules and often requiring certain physical abilities.

Tennis is one sport that I've never excelled at.

3. mockery or ridicule, or the pleasure that one may take from engaging in such.

He wanted to fit in, and his feelings were hurt by the sport of these boys.

They made fun of him just for sport.

4. one who accepts various difficult situations with grace and dignity.

He was a sport about the practical joke we played on him.

adjective
1. of or relating to sports.

He's watching the sport channel.

2. suitable for wear in sports or somewhat informal situations.

The store has all kinds of sport shoes.

You don't need to wear a suit; just put on a sport coat.

intransitive verb
1. to enter into a game or athletic event.

   The star player is not sporting today because he injured his ankle.

2. to amuse oneself through recreation or other activity; play.

   The children are sporting with their friends in the snow.

3. to tease or mock someone.

   Stop sporting with me; I need a serious answer.

**transitive verb**

1. to wear proudly or display ostentatiously.

   We noticed he was sporting one of his silk designer suits at the cocktail party.

**Spanish cognate**

deporte: The Spanish word deporte means sport.

**These are some examples of how the word or forms of the word are used:**

1. Soccer, or futebol, is the most popular sport in Brazil. It seems like everyone in Brazil plays soccer and most Brazilian communities have their own team.

2. Many tourists come to Bali to surf, as the Indian Ocean provides the perfect waves for the sport. But Karina lived near Lovina Beach, famous for its dolphins.

3. Have some water about 10 minutes before you start your sport and then take a break about every 20 minutes to have some more. Don't forget to drink again when the game or practice is over.

4. Males that sport outsize weapons tend to live in places with limited resources, says Emlen. And those resources are usually in distinct locations that are easy to defend, such as cozy burrows or tasty sap-producing trees.
1. What arises at the beginning of the poem and descends at the end?
   A. the sun
   B. a bell
   C. a bird
   D. an oak tree

2. What is the setting of this poem?
   A. the nest of a bird
   B. a bush where birds live
   C. the echoing Green
   D. the home of Old John
3. Reread the second stanza of the poem:

Old John, with white hair,

Does laugh away care,

Sitting under the oak,

Among the old folk.

They laugh at our play,

And soon they all say,

"Such, such were the joys

When we all--girls and boys--

In our youth-time were seen

On the echoing Green."

What can you infer from this stanza about Old John?

A. Old John spends most of his time worrying.
B. Old John used to play on the echoing Green.
C. Old John likes being an old man more than he liked being a boy.
D. Old John does not get along well with the other old folk.

4. Who or what are "the little ones" in line 21?

A. young birds
B. boys and girls
C. mothers
D. old folk
5. What is the theme of this poem?
   A. the disappointments of old age
   B. the importance of hard work
   C. the power of dreams
   D. the joy of playing outdoors

6. What is the effect of using personification in lines 2 and 4?
   A. Personification suggests that nature can be dangerous.
   B. Personification contrasts birds with human beings.
   C. Personification explains the difference between skylarks and thrushes.
   D. Personification creates a mood of happiness.

7. Whom does "our" refer to in line 15?
   A. the old folks sitting together under an oak tree
   B. the people who ring merry bells to welcome the spring
   C. the boys and girls playing on the echoing Green
   D. the mothers around whose laps many sisters and brothers gather

8. What "shall be seen" on the echoing Green?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
9. Define the word "sports" as it is used in the poem. Support your definition with evidence from the text.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

10. What is the echoing Green? Be sure to explain what the echoing Green actually is, not what takes place there. Support your answer with evidence from the poem.

__________________________________________________________________________

__________________________________________________________________________

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8. What "shall be seen" on the echoing Green?
   "Sports" or "our sports" shall be seen on the echoing Green.

9. Define the word "sports" as it is used in the poem. Support your definition with evidence from the text.
   Answers may vary but should be supported by the poem. For example, students may respond that the word "sports" in the poem means outdoor play. In the first stanza, the speaker states that "our sports shall be seen on the echoing Green." In the second stanza, readers learn more about what is happening on the Green-girls and boys are at play.
10. What is the echoing Green? Be sure to explain what the echoing Green actually is, not what takes place there. Support your answer with evidence from the poem.

Answers may vary, but students should recognize that the echoing Green is an outdoor area in nature, probably a grassy field. Clues include the mention of an "oak" (line 13), various descriptions of children playing on the Green, the effect of sunset on the green (line 30), and the word "Green" itself. The "echoing" quality of the Green probably comes from the sounds of the children playing, the singing birds, and/or the ringing bells.
Professors Tom Ato, Sue Keeny, and Russell Sprout have invented many new vegetables. There was the upside-down potato plant. The potatoes grew above ground, so you didn’t have to dig them up! Then there was the pumpkin as big as a house. You could live in it, eat it, and switch on all the lights for Halloween.

Recently, the three professors came up with a new kind of broccoli. It tasted like pizza. Thousands of broccoli stores opened across the country. People were snacking on broccoli all day.

Was there enough broccoli to go around? Yes. The new broccoli spread like a weed. Every week it doubled the area it covered. If you planted 2 square feet now, you’d have 4 square feet next week and 8 square feet the week after. (If you didn’t eat any)

Todd wanted to fill part of his yard with broccoli. He chose a rectangular plot measuring 8 feet by 10 feet. He planted an area of 5 square feet in the middle. He wouldn’t eat any broccoli until it filled the plot. How long did he have to wait?
Find the area and perimeter of the shape.
Everyone at Jim's school was wild about math. Wild about math? Didn’t anyone care about sports? Sure, but they couldn’t really enjoy sports without knowing how to keep score or measure time.

Didn’t anyone like music? Yes, but the beat, the speed, the vibrations that make the different notes all involve math. Didn’t anyone enjoy watching TV? Of course—but could they keep track of channels and schedules, or program a VCR, if they didn’t know any math? Buying things, making things, collecting things—nearly everything they did seemed easier and more fun if they knew math. Anyway, the kids who were really good at math belonged to the Math Gang. At recess the gang would swap math stories and brain-teasers. Jim listened to their laughter and wanted to join the fun. But was his math good enough? There was only one way to find out.

He went over to the Gang and said, “I want to join the fun.” Nita turned and looked at him. “You’ll have to pass a test,” she said. “Ok.” Nita drew a square on the playground with a piece of chalk. “That’s 10 inches by 10 inches,” she said. “So its area is 100 square inches. Can you draw a rectangle with the same area?” “Sure,” said Jim. “It could be 5 inches by —” “Hold on,” said Nita. “I’ll show you how long the sides must be.” She wrote two numbers on the ground, 1/1000 and 100,000. How did Jim draw that rectangle?
The Turners want to paint the floor of their porch. The shaded part of the figure below shows the part of the floor that needs paint.

What is the area of the shaded part of the floor?
## Math at Home

<table>
<thead>
<tr>
<th>Activity: Complimentary and Supplementary Angle Memory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The materials you will need to play this game:</strong> There should be 40 cards in a deck.</td>
</tr>
<tr>
<td><strong>The math skills your child will use when playing this game:</strong> Identifying two or more angles who’s sum is 90 or 180</td>
</tr>
<tr>
<td><strong>Rules &amp; Directions for this Activity:</strong></td>
</tr>
<tr>
<td>• This game is similar to traditional memory or concentration.</td>
</tr>
<tr>
<td>• Shuffle and lay out all of the cards face down.</td>
</tr>
<tr>
<td>• Player 1 turns over two cards, looking for cards that are complimentary angles (sum of 90) or supplementary angles (sum of 180). If a “match” is found, the student keeps the cards, and takes another turn. If the cards are not a “match”, the student turns the cards back over, and play goes to Player 2.</td>
</tr>
<tr>
<td>• Play continues until one all of the cards have been “matched”.</td>
</tr>
<tr>
<td>• The winner is the player with the most “matches”.</td>
</tr>
</tbody>
</table>
STARS DOs AND DON'Ts FOR TEST TAKING

DO:

- listen to or read all the directions.
- read all the samples and STRATEGY TIPS for each lesson before you begin.
- look over the entire test or section before you begin.
- stay calm, concentrate on the test, and clear your mind of things that have nothing to do with the test.
- read all the answer choices before choosing the one that you think is best.
- make sure the number you fill in on the answer sheet matches the question number on the test page.
- trust your first instinct when answering each question.
- answer the easy questions first, then go back and work on the ones you aren't sure about.
- take all the time you are allowed.

DON'T:

- look ahead to another question until you complete the one you're working on.
- spend too much time on one question.
- rush.
- worry if others finish while you are still working.
- change an answer unless you are really sure it should be changed.

DO your very best!
UNIT VI: READING COMPREHENSION

Lesson 1: Recognizing main ideas

**DIRECTIONS** Darken the circle for the phrase that tells the subject of the paragraph.

**STRATEGY TIPS**
1. As you read the paragraphs, think about all of the details.
2. Think about what the details have in common.

**Sample:**
Some of the best forests and woodlands in the United States are protected by the federal government. Yosemite National Park and Yellowstone National Park are two of the great parks set aside for the enjoyment of sightseers and campers. Laws were created to keep the parks safe from destruction.

**A** keeping forests in a natural state
**B** Yellowstone and Yosemite National Parks
**C** our forests and woodlands
**D** some federally protected forests and woodlands

**ANSWER**
The correct answer is **D. some federally protected forests and woodlands.** Choices **A**, **B**, and **C** give details of the paragraph. They do not state the main idea.

**NOW TRY THESE**

1. Every country in the world uses some form of money. Money fills a very important need. The governments and their citizens can exchange goods and services for money.
   
   **A** why every country needs money
   **B** exchanging goods and services
   **C** filling people's needs
   **D** different forms of money

2. When the sanitation workers in New York went on strike, there were many problems. Garbage wasn't collected for six days. Businesses and homeowners piled garbage on the streets. It was not healthy.

   **A** collecting garbage
   **B** garbage on the streets
   **C** problems of a garbage strike
   **D** why hospitals were affected
3. Salt was very valuable in ancient Rome. Roman soldiers were given an allowance of salt known as a *salarium*. The word “salary” comes from the Roman word for salt.
   A ancient Rome  
   B where the word “salary” comes from  
   C the value of salt  
   D paying Roman soldiers

4. Voters do not elect the President of the United States. The Electoral College elects the President. At the end of Election Day, each state sends a number of electors to the Electoral College. The electors vote for the person who got the majority of votes in each state.
   A who really elects the President of the United States  
   B going to the Electoral College  
   C how electors get their job  
   D after Election Day

5. Banks offer many savings plans to the public. They want to get more people to deposit money in their banks. Some banks have special savings plans for newborn babies. They call these accounts “cradle plans.”
   A opening a savings account  
   B attracting new depositors  
   C a special kind of savings account  
   D all about “cradle plans”