

Greetings LMCJ Parents and Families!

As you may have heard, the state superintendent has made the decision to close all Maryland schools out of an abundance of caution as we work to keep staff and students healthy in the face of COVID-19. Even while we work to follow the state's directives, know that the education of your scholars remains one of our highest priorities. With this in mind, scholars are receiving work packets with 2 weeks worth of work so that their minds are still primed for instruction and they aren't losing valuable learning time while home. For each day, you will find vocabulary work, either a nonfiction article with a graphic organizer OR a piece of fiction with comprehension questions, and a creative writing prompt. The expectation is that scholars are spending some time daily working on these assignments. This also a great opportunity to use i-Ready to its full potential as well as supplement with books from home or your local library. Please contact your scholar's Crew leader with any questions!

Day 1:

Vocabulary Work: Context Clues

1. Detest: Everyone else at the party wanted garbage pizza but Tim because he detested vegetables.

Definition:

What clues in the sentence lead you to your definition?

2. Alter: Grandpa didn't know that Suzie was coming along on the fishing trip, and now he had to alter his plans.

Definition:

What clues in the sentence lead you to your definition?

3. Melodramatic: When Kiki got a tiny cut on her pinky finger, she got all melodramatic and began sobbing and demanding a doctor.

Definition:

What clues in the sentence lead you to your definition?

4. Remorse: As Tommy walked home with the money from the church he had stolen in his pocket, powerful feelings of remorse bubbled in his stomach.

Definition:

What clues in the sentence lead you to your definition?

5. Inquiry: When the other moms heard about how Charlene had won the baking contest, her email box was flooded with inquiries for her award winning muffin recipe.

Definition:

What clues in the sentence lead you to your definition?

Day 1: Nonfiction Reading/Graphic Organizer

Achoo! We all sneeze sometimes. Sneezing is a reflex that your body does automatically. That means you cannot make yourself sneeze or stop one once it has started. When you sneeze, your body is trying to get rid of bad things in your nose, such as bacteria. You have extra germs when you have a cold, so you sneeze a lot more. You might also sneeze when you smell pepper! Inside your nose, there are hundreds of tiny hairs. These hairs filter the air you breathe. Sometimes dust and pollen find their way through these hairs and bother your nasal passages. The nerves in the lining of your nose tell your brain that something is invading your body. Your brain, lungs, nose, mouth, and the muscles of your upper body work together to blow away the invaders with a sneeze. When you sneeze, germs from your nose get blown into the air. Using a tissue or “sneezing into your sleeve” captures most of these germs. It is very important to wash your hands after you sneeze into them, especially during cold and flu season. Do you ever sneeze when you walk into bright sunlight? About 25% of people experience this phenomenon. Scientists believe that the brain gets confused when signals from the optic nerve trigger the sneezing reflex in direct sunlight. This usually runs in families. If someone nearby sneezes, remember to tell them “Gesundheit!” That is a funny looking word which is pronounced “gezz-oont-hite.” It is the German word that wishes someone good health after sneezing.

1. Which parts of your body work together when you sneeze?

2. What does the German word gesundheit mean? a. I wish you good health. b. I wish you God's blessings. c. I wish you a good day. d. I wish you would stop sneezing.

3. Why do some people sneeze when they walk into bright sunlight?

Day 2: Vocabulary Work: Context Clues

Directions: read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning.

6. **Perch:** The children were **perched** on the edge of the sofa arms, waiting to hop off and land on the next unlucky passerby.

Definition:

What clues in the sentence lead you to your definition?

7. **Earnest:** Jeremiah joked around so much that when he told the others about the accident that had occurred, they didn't believe that he was being **earnest**.

Definition:

What clues in the sentence lead you to your definition?

8. **Jovial:** Unlike Bob, who treated others rudely and kept to himself, Bobby was **jovial**, friendly, and outgoing.

Definition:

What clues in the sentence lead you to your definition?

9. **Demeanor:** My grandma's **demeanor** was such that people often thought she was being rude when she was just being honest.

Definition:

What clues in the sentence lead you to your definition?

10. **Beckoned:** The lady decided that it was tea time and so, by jingling a tiny silver bell, she **beckoned** her servants to attend.

Definition:

What clues in the sentence lead you to your definition?

11. **Dismal:** With the field torn up by the players' cleats, and the cold rain falling in waves, conditions on the playing field were **dismal**.

Definition:

What clues in the sentence lead you to your definition?

Day 2: Fiction

Zion really wanted to open his own business. He loved watching shows on TV about people who invented great things and helped other people love their inventions, too. He tried to learn about how people started their own businesses and how they got their great ideas, but a lot of it was too hard for him to understand yet. His mom suggested that he look around the community for a business leader who might be able to help him understand, so that he could start his own business one day. One day, he and his mom were out getting ice cream, and the shop owner, Mr. Warner, was the one serving them. Zion's mom asked if he had a few minutes to talk, and Mr. Warner sat down with them. "Mr. Warner, Zion really wants to open his own business one day. Do you think you could help him understand how to run a business?" Zion's mom asked. "I can try," replied Mr. Warner, "but a lot of it is hard to understand. There is a lot of math, and plenty of things you just have to learn through trial and error." "A lot of math?" asked Zion. "Why do you need to know math to run a business?" "Where do I even start? Well, when you own a business, you need to think about money flow. You have to know how much it costs to make or buy your items for the store, how much money you have to pay for your office space, and how much money you have to pay your workers. There are other costs, too, but we can just start with those. Each month, you have to make sure that you make enough money to cover those costs." Grade 4 Reading Comprehension Worksheet Reading and Math for K-5 © www.k5learning.com "I know that when you sell the ice cream that is how you get the money back from buying the ice cream, but where do you get money for the other things?" Zion asked. "We actually have to sell the ice cream for more money than we bought the ingredients for. This is one time when math comes in. I have to total up how much I spent on all of the ingredients. Then I have to figure out how many servings of ice cream those ingredients will make. Next, I have to divide the cost by the servings, and add in extra to pay for the building and for my workers' paychecks," Mr. Warner responded. "But, I also have to make sure that it's not too expensive, and that it tastes delicious, otherwise no one will want to come to my shop. When I make really good ice cream that brings in a lot of customers, then I know I'm running my business the right way. If I don't make good ice cream, then I don't make any money. That would be awful, because I have to be able to pay all of the wonderful people who work here!" It was time for them to go, but Zion was very thankful for Mr. Warner's explanation. "Thank you, Mr. Warner. There's a lot for me to learn!" "Anytime, Zion. You're welcome to come back and ask more questions, I'm happy to help a future business leader!"

1. Retell the story in your own words.

2. Describe Mr. Warner's character. What evidence from the text helps you describe him?

3. What other questions could Zion ask Mr. Warner about starting his own business?

Day 3: Vocabulary Work:

Directions: read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning.

1. **Degrade:** Suzie’s mother taught her to never let anyone **degrade** her, so now she demands respect in all of her relationships.

Definition:

What clues in the sentence lead you to your definition?

2. **Frivolous:** My mom wanted to get the red napkins for the party and my dad wanted the blue napkins, but I’m not even concerned about such **frivolous** things.

Definition:

What clues in the sentence lead you to your definition?

3. **Discontent:** If we use the red napkins, my mom will be happy but my dad will be **discontent**.

Definition:

What clues in the sentence lead you to your definition?

4. **Morsel:** The dogs were so hungry that they would have killed one another for a **morsel** of meat.

Definition:

What clues in the sentence lead you to your definition?

5. **Fretful:** My mom always worries about my grades and the colleges that I'll be able to attend, but if she were a little less **fretful** she'd be a lot more fun.

Definition:

What clues in the sentence lead you to your definition?

Day 3 Nonfiction Text/Skilled Reading Questions

In the article, "Achoo!" by Cindy Sherwood, you learned that a sneeze is an automatic reflex in the body that you cannot stop once it has started. You also learned that even though you cannot stop a sneeze, you can help stop the germs that may be exiting your nasal passages to stop from spreading to other people. On the lines below, discuss some ways that you can prevent

Day 4: Vocabulary Work

Directions: read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning.

6. **Appall:** John had seen horror movies before, but when he saw *Bloodcore 6*, he was so **appalled** by the bloodshed that he wrote the newspapers warning parents not to allow their children to see this movie.

Definition:

What clues in the sentence lead you to your definition?

7. **Wither:** Alice finally threw the **withering** roses away when a dead petal fell into her cereal bowl.

Definition:

What clues in the sentence lead you to your definition?

8. **Simultaneous:** Few were impressed by Kirstin's presentation, "How to Walk and Chew Gum at the Same Time," even though Kirstin was able to **simultaneously** walk and chew gum.

Definition:

What clues in the sentence lead you to your definition?

9. **Reluctant:** As Kevin remembered the promise he made earlier, he **reluctantly** agreed to help Jennie move her stuff into her new apartment.

Definition:

What clues in the sentence lead you to your definition?

10. **Reproach:** Miss Annie **reproached** Johnny for the missing chocolate chip cookies, even though Johnny is allergic to chocolate.

Definition:

What clues in the sentence lead you to your definition?

Day 4 Fiction and Comprehension

Oranges Everywhere

Bentley was wandering through the trees. The air smelled of oranges all around him. The weather was perfect, and the oranges were growing bigger by the day. He liked to walk through the groves, and loved the smell of the oranges, but he didn't like that he and his family ate oranges all the time. Sometimes, he wanted to avoid them for weeks at a time. He wished his family could grow other things, like corn, or the ingredients for his favorite dip that his mom made. His mouth watered just thinking about his favorite dip. Yes, those ingredients would be better than oranges all the time. "Mom, why do we have to have oranges almost every day?" Bentley asked. "Well, since we grow them, there are plenty around," his mom replied. "Does every kid eat as many oranges as we do?" he asked. "No, definitely not. There are parts of the country and parts of the world that don't have the type of weather that oranges grow in. We're actually very lucky!" "So some kids don't eat oranges at all?" "We actually send oranges all over the world, so that if people can't grow their own oranges, they can still buy and eat them," said Mom. "Hmmm... so people move foods all over the world? Are there foods that I like that don't grow here?" "There is an ingredient in the dip you like. Artichokes do not grow well here, so they have to be sent from somewhere where they grow well," replied Mom. "I never knew!" exclaimed Bentley. "What else moves around like food?" "Plenty of things! The factories that make your favorite toys are not all in our little town here. The companies make the toys then send the toys to other places. So food and products move from where they can be grown or made easily to places where they can't be grown or made easily. People move themselves, too. Maybe they're looking for a specific job that isn't around where they live, or they want to be closer to their families, or they just want a change of scenery." "Wow! I never thought about where all of our food and toys come from, or about people moving far away. It's very interesting," Bentley said. "It sure is. I'm glad you asked. I'm sorry you get tired of eating oranges all the time, but I hope now it makes sense why we do." "Yes, but I still might take a break from them every once in a while. Maybe I'll try to grow my own artichokes!" Bentley replied. Mom laughed and said, "Sure, honey. Now let's go make dinner."

1. Retell the story in your own words.

2. Describe Bentley's character. What evidence from the text helps you describe her?

3. What does "avoid" mean in the first paragraph? How do you know?

Day 5: Vocabulary

1. **moderate**: Jamie wants to keep the house spotless all of the time and Shannon is a total slob, but I am a bit more **moderate** about cleanliness.

Definition:

What clues in the sentence lead you to your definition?

2. **uncivil**: Ladies, please stop the name calling. There is no reason to act **uncivil**. Let's discuss the problem.

Definition:

What clues in the sentence lead you to your definition?

3. **audible**: A dog whistle makes a high-pitched sound that is only **audible** to dogs.

Definition:

What clues in the sentence lead you to your definition?

4. **solemn**: The mood in the church became very **solemn** when the bride began to walk down the aisle.

Definition:

What clues in the sentence lead you to your definition?

5. **disdain**: She gives me this look of **disdain** ever since I shot up her dolls with my BB gun.

Definition:

What clues in the sentence lead you to your definition?

Day 5 Nonfiction Passage/Find The Main Idea

Underline the main idea in red. Underline supporting details in blue.

Did you know your lungs are the second largest organ in your body? You have two lungs that work together with various other parts of your body. The lungs work together with your heart to draw in oxygen, which is carried by red blood cells across your body. A large muscle called the diaphragm works with your lungs to get air in and out of your body. It rests just below your lungs, near the upper part of your belly. Air then travels down the trachea, the pharynx, and the larynx in that order before passing through two large tubes called bronchi. These large tubes look like trees, expanding and branching out into the spongy part of your left or right lung. Your rib cage is especially important, as it protects this delicate system. As the primary organs of our respiratory system, the lungs' many functions are quite impressive!

Day 6 Vocabulary

6. constitute: The eight golden triangles that Link must collect constitute the Triforce, which can grant wishes when it is assembled.

Definition:

What clues in the sentence lead you to your definition?

7. vex: John felt bad about hitting his little sister, but he was so vexed when he saw her playing with his only Lance Power action figure that he lost his temper.

Definition:

What clues in the sentence lead you to your definition?

8. incredulous: I wanted to give the new kid a chance, but when he started telling me that he could ride his skateboard on top of the telephone wires, all I could do was stare at him with an incredulous smirk.

Definition:

What clues in the sentence lead you to your definition?

9. feign: Jane got it into her mind that she could get out of studying for any test just by feigning illness the night before the exam.

Definition:

What clues in the sentence lead you to your definition?

10. symmetrical : Gordon wasn't sure that he cut out the shapes properly. He was afraid that he might have made them uneven, but his teacher assured him that his shapes were perfectly symmetrical.

Definition:

What clues in the sentence lead you to your definition?

Day 6: Fiction Passage and Comprehension

Here we go again, I thought, the first day of fifth grade. I always got a little nervous on the first day of school. I knew a lot of the other kids who would be in my class, and I had heard that the teacher was nice. There would still be a lot of new things, though. We would have new rules and new routines. We would have new information to learn in all of the subject areas. There would also be some new things that I wouldn't expect, like maybe they moved the classes to different hallways. It was exciting, too, but that didn't mean I wasn't anxious. We lined up outside, and for the first week the teachers held up signs with their names to help us find the right spot to line up. I knew where the fifth graders lined up, and quickly spotted the name "Mrs. Richardson" on one of the signs. She would be my new teacher for the year. As I got in line, I said hello to the friends I hadn't seen all summer. Mrs. Richardson walked down the line, introducing herself to her new students. She stuck out her hand and said, "Hi, I'm Mrs. Richardson. What's your name?" "Allison," I answered, and shook her hand. "It's nice to meet you, Allison. How was your summer?" "It was good. I got to go to the pool a lot," I said. "That's great, Allison. Thanks for speaking in complete sentences! That shows me that your writing is probably very nice," complimented Mrs. Richardson before she moved on to the next student. It felt great to be complimented by my new teacher! As we entered the classroom, Mrs. Richardson showed us where to put our supplies. Then we gathered on the carpet. "Our class needs to work together very closely in order to complete the many exciting projects we're going to do this year. You'll be working with each other frequently, so I want to make sure we're all on the same page. I want to know what is important to you, what you value, in your classroom, teacher, classmates, and yourself. Please take a minute and think to yourself about your values." We all sat quietly. Then Mrs. Richardson gave us a partner, asked us to introduce ourselves to each other, and asked us to share our thoughts with each other. The ideas my partner and I came up with were respect, honesty, teamwork, and fairness. After sharing with our partner, Mrs. Richardson asked two pairs to work together to decide on three values and write them down. Our group chose respect, cooperation, and fairness. When the groups were done, each group had a chance to present their ideas, and we voted on which three we would use as our classroom values. I liked how we worked together to choose the values that would guide our classroom!

1. Retell the story in your own words.

2. What does "values" mean in the short story? How do you know?

3. How did the class choose their classroom values? Do you think that was the best way for them to choose? Why or why not?

Day 7 Vocabulary

Directions: read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning.

6. **contradict**: Benjamin felt conflicted because the things he learned in science class **contradicted** what his momma had taught him on the swamp.

Definition: _____

What clues in the sentence lead you to your definition?

7. **suppressed**: No matter how much Jerome felt like telling off the cranky lady, he knew he needed to keep this job so he **suppressed** the urge.

Definition: _____

What clues in the sentence lead you to your definition?

8. **interval**: The period between when I graduated from a college and found employment is an **interval** that I do not remember so fondly.

Definition: _____

What clues in the sentence lead you to your definition?

9. **omission:** Bobby told Suzy that he went to the party, but not that he went to the party with Brenda. Suzy is upset about this **omission**.

Definition: _____

What clues in the sentence lead you to your definition?

10. **conspicuous:** The teacher doesn't mind if you chew gum or have a small snack, so long as you are not **conspicuous** with your consumption. If you put a bag of chips on your desk and start sharing them with everyone, he's going to take your chips.

Definition: _____

What clues in the sentence lead you to your definition?

Day 7 Nonfiction

Animal Studies CCSSR1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Animals are wonderful. If you look closely at how they live, you will find many surprises. It is hard to look closely at insects, because they are very small. Plus, many of them fly away when you come near. But if you have a chance to watch them, you will discover how they live. Watching animals is a job that scientists do, called making observations.

They have learned a lot about animals. Scientists learn about tiny animals, and they have studied insects. They found that insects have tools, and they use those tools to survive. For example, they learned about the sawfly. This is just one animal they have studied. They call it the sawfly because it possesses a kind of saw. It's not a real saw, but it resembles one, and it works like one. It is actually a part of the sawfly's anatomy. The sawfly uses the saw to make places where the eggs will be safe. It saws at plants in order to create a space where eggs can go. Afterward, the sawfly does something very special. It makes a sort of homemade glue that fastens the eggs where they are laid. We are not exactly sure how it does that, but if you can watch the sawfly you will see this happen.

Some insects have cutting instruments that work in a similar way as scissors. The poppy-bee is one of these insects. It is a bee that makes its home in wood. This bee has a boring tool, and it uses the tool to bore into old wood. It looks like a tool that a carpenter might use. Carpenters make things out of wood, and like carpenters, poppy-bees make their nests out of wood.

In addition to insects, scientists observe birds, too. They have studied birds using their bills in order to get what they need. Some birds use their bills to cut into wood. They have sharp bills, and are able to cut a hole in a tree. So, they will use their sharp bills to drill a hole to get inside the tree where insects live, and then they eat the insects.

Every animal is amazing. Even dogs and cats can surprise you. The more you observe animals, the more you will learn. Nature is full of surprises. Every part of every animal has a purpose. Scientists learn more about them every day. Nature is a wonderful part of our world.

EXPLAIN WHAT YOU LEARNED 1. Underline the most important information in each paragraph.

2. Write a short summary that tells what the passage explains.

Day 8 Vocabulary

1. **signify**: She considered that Byron's latest efforts in the classroom might **signify** his desire to make a positive change.

Definition: _____

What clues in the sentence lead you to your definition?

2. **laborious**: Dexter wanted to take honors math, but the course load was too **laborious** alongside his football practices.

Definition: _____

What clues in the sentence lead you to your definition?

3. **furtively**: After Mom found the devoured cake, the dog crouched **furtively** behind the couch..

Definition: _____

What clues in the sentence lead you to your definition?

4. **melodious**: The choir delighted the audience with their **melodious** tune.

Definition: _____

What clues in the sentence lead you to your definition?

5. **smitten**: When I saw that she was making a special Valentine's Day card just for Kevin, I knew that she was **smitten** with him.

Definition: _____

What clues in the sentence lead you to your definition?

Day 8 Fiction

A Pool Fit for a Hedgehog Summer was here, and it was a hot one! Cora the hedgehog was out foraging for food, trying to stay cool. She saw her friend Heather by her den. Heather was splashing around in her little pool outside. "Hi Heather!" Cora called. "When did you get a pool?" "Hi Cora! I just got it yesterday, it's really helping cool me down. Would you like to join me?" Heather replied. "I would love to, thanks!" They talked for a long while, and Cora had a lot of questions for Heather about the pool. She asked who Heather bought it from, if it was expensive, and if Heather thought she was going to use it a lot this summer. "I saw a commercial for the pool company, and the commercial got me thinking about how nice a pool would be. I looked at reviews to see if other people liked their pools, and if the company did a good job. When I saw that the company did a good job, and that their price was similar to other companies, I decided to buy one! I would definitely recommend them to you. I think I'm going to love having a pool on hot days like this one!" Heather told Cora. Cora thanked Heather for letting her cool off, and continued to look for food. As she was looking for food and munching on delicious insects, she could not stop thinking about the pool. It did get awfully hot in the summertime, and water was hard to come by on the hot days. She decided to do some research of her own before making a decision. She looked up hedgehog-sized pools, and the company Heather talked about was the first listing. She read the prices and the reviews other hedgehogs left about the company and the pools. It looked like they did a great job, and she even watched a video of the commercial Heather had seen! Then Cora looked up other companies. They all looked similar, but since Heather had a good experience with this company, Cora decided to go with the same one. A week later, Cora was happily splashing in her own pool! Heather walked by, and Cora thanked her for the recommendation. It was one of the best summers yet!

Questions: 1. Retell the story in your own words.

2. Describe Cora's character. What evidence from the text helps you describe her?

3. What influenced Cora to use the same company as Heather for her pool?

4. Where do you think the setting of the story might be? What evidence makes you think that?

Day 9 Vocabulary

6. **grotesque**: The giant garbage monster moved his **grotesque** head from side to side as he yelled at the children for stepping on his lawn.

Definition:

What clues in the sentence lead you to your definition?

7. **prodigy**: The music teacher didn't usually take such young children, but when he saw the four year old play Beethoven's 5th without missing a note, he had to make an exception for this **prodigy**.

Definition:

What clues in the sentence lead you to your definition?

8. **profound**: His reading abilities have improved in a **profound** way since he stopped playing around in class and started doing his homework every night.

Definition:

What clues in the sentence lead you to your definition?

9. **unison**: The two girls responded in **unison**, "We didn't do anything," which only made the principal more suspicious.

Definition:

What clues in the sentence lead you to your definition?

10. **indignant**: I became **indignant** after the hostess seated another group of people that arrived at the restaurant after we did.

Definition:

What clues in the sentence lead you to your definition?

Day 9 Nonfiction: Use the information in the reading to create a timeline.

More than 1,000 years ago, people tried to capture images using the pinhole camera and the camera obscura. These inventions helped people understand how light behaved in different situations, but they could not permanently put a picture onto a physical object. In 1694, a philosopher named Wilhelm Homberg discovered that light darkened certain chemicals. This discovery helped others begin creating photographs. In 1826, the first photograph was taken by French inventor Joseph Nicéphore Niépce. He used a polished metal plate and an oil called bitumen, which reacts to light. Photographic technology then advanced quickly, and ways of taking and developing pictures became cheaper and easier. Photography studios begin to pop up in urban areas, and “photographer” becomes a real profession. In 1900, George Eastman invented the Brownie camera, a small, portable camera that was easy to use. Before its invention, photography was done by professionals. Now, anyone could capture a moment with a photograph. Though color photography was invented in the late 1800s, color film didn’t take off until the 1950s. The digital camera was invented in 1975, and digital cameras became available on the market in 1990. Today, more digital cameras are sold than traditional film cameras.

Day 10 Vocabulary

Directions: read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning.

1. **splendor:** You really should wake up early and watch the sunrise. Nature's **splendor** is truly unmatched.

Definition: _____

What clues in the sentence lead you to your definition?

2. **morose:** Ever since he lost his job as a highly paid tester at the candy factory, Tommy has been **morose**.

Definition: _____

What clues in the sentence lead you to your definition?

3. **preposterous:** I thought it was **preposterous** that Brian tried to convince us that he had a candy bar tree.

Definition: _____

What clues in the sentence lead you to your definition?

4. **misconstrue**: When we came into the classroom and saw the little candy bars on our desks, I **misconstrued** it to mean that we should eat the candy bars before waiting for instructions. I only realized my error after chewing up mine.

Definition: _____

What clues in the sentence lead you to your definition?

5. **parchment**: The gray-bearded wizard unrolled the **parchment** and began reading the words to the peasants assembled in the town square.

Definition: _____

What clues in the sentence lead you to your definition?

6. **premise**: The whole **premise** of his argument relies on the reader believing that cities are a desirable place to live, which is an opinion that is not shared by everyone.

Definition: _____

What clues in the sentence lead you to your definition?

Day 10: Fiction/Comprehension

Left Out

Trish was playing basketball with her brother outside when she saw a car pull up in Josie's driveway. Josie jumped out of the car, and Trish could hear a lot of voices laughing and saying goodbye to Josie. Trish stopped dribbling the basketball and watched as the car drove away and Josie skipped to her front door. Trish could feel her body start to get uncomfortably warm, and her eyes started to water. "Hey, what's wrong?" Daniel asked. "Nothing. I don't want to play anymore." Trish stormed inside and slammed the door. She heard the door open again behind her, but she didn't turn around and went straight to her room. Trish could hear Daniel talking to her mom downstairs, but she didn't want to talk to anyone. How could Josie do that to me? Trish thought. I thought we were friends.

****Please answer question 1 before finishing the passage****

She heard a knock on the door, but ignored it. Her mom called through the door, "Trish, are you OK?" Trish ignored it and put her pillow over her head like earmuffs. "I'll be downstairs if you want to talk later. It's a good choice to calm yourself down first." Eventually Trish calmed down and went to talk with her mom. Her mom always had some good ideas to help her. "What's going on, Trish?" Mom asked when Trish appeared in the living room. Trish took a seat. "Josie went somewhere with our friends and she didn't invite me," Trish said. "Why wouldn't she invite me? That's not very nice. I thought we were friends."

"Oh, honey, I'm sorry. I'd be pretty upset too if I felt left out. Maybe Josie knew that you wouldn't like what they were going to do," Mom suggested. "Maybe..." Trish didn't sound convinced. "Why don't you talk with Josie about it at school on Monday?" Mom said. "I don't want to talk to her, I'm mad! I'm just going to ignore her." "Well... sometimes ignoring another person is a good choice, but I don't think this is the right time for that solution. If you ignore her, how are you ever going to solve the problem? Not talking about it is just going to make it worse, and might mean you could lose Josie as a friend," replied Mom. "I still want Josie to be my friend, but talking about it is uncomfortable. I just want her to know what's wrong and say she's sorry." "That might happen, but it might not. Josie might not realize that she did something wrong, so then she'll just get mad at you for ignoring her. I really think talking to her about how you feel is the best way to solve the problem." "OK, Mom, I'll talk to her at school. Thanks," Trish said. And guess what? Trish's mom was right! Josie knew Trish didn't like snakes, and

she and the other girls had gone to the zoo to see the new snake exhibit. Trish was glad she'd talked to Josie to solve the problem.

1. Why do you think Trish is upset? How do you know?

2. Retell the story in your own words.

3. Describe Josie. What evidence from the text helps you describe her?

4. Is there another way Trish could have tried to solve her problem? Do you think it would have worked as well as talking with Josie?
