

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**

**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. **Dignity:** Even when the police officers put the handcuffs on my mother, she maintained her **dignity**, holding her head up high as she was marched off the protest site.

Definition:

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What clues in the sentence lead you to your definition?

2. **Splendid:** The rays from the rising sun shined **splendidly** through our kitchen window.

Definition:

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What clues in the sentence lead you to your definition?

3. **Particle:** John was so hungry that he didn't leave a single **particle** of the muffin on the plate.

Definition:

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What clues in the sentence lead you to your definition?

4. **Elegant:** Cassie took her time when she wrote in cursive, slowly making each word out of an **elegant** series of arcs and loops.

Definition:

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What clues in the sentence lead you to your definition?

5. **Injustice:** Kevin thought that it was a great **injustice** that girls could wear earrings in the school while the boys could not.

Definition:

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What clues in the sentence lead you to your definition?

## **Day 1: Nonfiction Reading/Graphic Organizer**

How have students made community progress?

CCSSR2—clarify the main/central idea of a passage; analyze a passage to identify relationships; support important ideas with examples.

Directions: Read about three Chicago service-learning projects. In each project, students decided how to help their community. They learned skills. They learned about their community. They helped their community. After you read all three reports, answer the questions.

### **A Garden in Lawndale**

Eighth grade students at a school in Lawndale on Polk Street saw new buildings. Families were moving into the community. But they saw vacant lots, too. They saw trash there. Even when they picked up the trash, the lots did not stay clean. Wind blew trash there from the street. “No one can do anything about this,” said one student. “Yes, we can,” said another. Their teacher agreed. They would plant a garden in a vacant lot. The students met with the principal. They asked if they could create a community garden in the vacant lot closest to the school. She told them that was a great idea, but they would have to volunteer their own time and work on it every week. The students agreed. They promised they would donate their time every Saturday until it snowed. Even then they would keep the sidewalk cleared near the lot. The students needed to collaborate with the community. They wanted to be sure that everyone in the community wanted the garden. They met with block clubs and told them their plan. The block clubs applauded the project. They said they would help. The students went on the Internet to learn about plants. They looked for plants that would grow well in Chicago. They chose some evergreen plants. They chose some bulbs, too. They learned a lot about plants and gardening. The students needed money to get the bulbs and plants. They needed tools, too. They made a budget. They sent that budget and their plan to get funding. The Steans Family Foundation funded their plan. The Steans family has been supporting progress in Lawndale for many years. The students got \$300 to buy what they needed. They are 8th graders, so this spring they will meet with the seventh grade. They will ask them to take over the garden. It will be their legacy to the school community.

### **Recycle Here**

Students at an elementary school in Pilsen studied ecology. They learned that there was so much trash that it was a world-wide problem. They asked their teacher if they could do something to help solve the problem. “It is a very big problem,” she said, “but if every community helps, that would really make a difference.” The students decided to set up a Saturday Recycling Center. They would collect trash. Then they would get it to a city of Chicago recycling site. The students used the Internet to find out more about recycling in Chicago. They found that there are 15 “drop off” sites, places where people can bring trash to get it recycled. The students had to figure out how to get the trash to the site. They went to talk with the minister of the church near their school. They know that he drives a van and helps people. They went to ask him to help with their plan. The minister agreed to help. He said he would pick up the recycling one Saturday each month after the student pack it. He said it was such a good plan they could use the churchyard for the Recycling Center. They decided it would be once a

month, on Saturday afternoon. They chose the first Saturday of the month. So everything was organized. All they needed was trash to recycle. The students made posters to put in stores in the neighborhood. The minister announced the new recycling program at the church service and put up a poster, too. The community center put a note about the recycling in their monthly newsletter. The students went into the other classrooms at their school and asked children to tell their families about the Saturday recycling. The first Saturday was a great success. In fact, they got so much trash that the minister had to make two trips to take it all to the drop off site. The students still send reminders home, but now most people in the community know that if it's the first Saturday it's time to recycle.

**A Better Environment**

A school on the north side of Chicago had an opportunity. They could get a grant from the Burnham Plan Centennial if they could make a great plan. It had to be a plan to make a lasting change that would improve the community. Students and teachers talked about what they could do. They had a nice environment. But they wanted to make it really beautiful. They decided to create a very big beautification project. They would change the landscape. They would make their own botanic garden with many different kinds of plants and flowers. They would go to visit the Botanic Garden to research. Then they would start their project. They got the grant. They got \$1,000 from the Polk Bros. Foundation to carry out their big plan. Students told parents about the plan. Parents thought it was a great idea. They would help. They would help with the planting. They would help raise money, too. The \$1,000 would pay for the bus trips. They would need more money to pay for the plants and supplies. The PTA raised \$10,000. They made sure this plan would be even bigger. The students, parents, and teachers are going to make a big difference. They have partners helping them: the Chicago Park District and the Botanic Garden. The plan is so big it is going to take a few years to finish. The students who start it now will be in high school when it is finished. But they will see this progress every day because they live near the school. Everyone in that community will have a better environment because of this plan.

Complete this chart for these three reports.

Problem	Solution	What Students Learned

All three of these selections have the same main idea. What is it?

\_\_\_it takes money to make progress \_\_\_students have good ideas \_\_\_it is important to collaborate for community progress

Underline the information in each report that supports the idea you chose.



## 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. **Decline:** After *Gears of Pain 6* came out, the amount of people playing *Gears of Pain 5* **declined**.

Definition:

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What clues in the sentence lead you to your definition?

7. **Paradise:** When Rex had a bone, a warm spot to lie, and someone petting him, he was in **paradise**.

Definition:

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What clues in the sentence lead you to your definition?

8. **Fascinate:** Alvin went to the museum every Saturday because he was so **fascinated** by art.

Definition:

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What clues in the sentence lead you to your definition?

9. **Yearn:** Even though John had a good job and a nice family, he **yearned** for more.

Definition:

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What clues in the sentence lead you to your definition?

10. **Seldom:** Since professional athletes have to stay in peak physical shape, most athletes **seldom** eat junk food.

Definition:

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What clues in the sentence lead you to your definition?

## Day 2: Fiction Passage/Comprehension

I had my backpack on my back and a leash in my hand. It was “Bring Your Pet to School” day! My dog Jax was happily trotting beside me as we walked to the bus stop. The other kids in my neighborhood had their pets, too. Josie had a fish bowl with her beta fish. John had a crate with his cat, Maxie, inside. Paula had a bird cage with her parakeet, Gerald, perched on a little swing. We were all excited to have our pets with us. Once we got on the bus, though, things started to go downhill. The bus was so noisy! In addition to the normal chatter of the kids, the animals would not use their inside voices. And the smell was terrible! Jax’s nose was trying to sniff all the new smells, and it was hard to get him to follow me into a seat. When we were seated, another dog rushed up to us with a leash trailing behind her. She and Jax started to sniff each other curiously, and started to play. “Fluffy! Get back here!” I heard one of the third graders shout. The dog ran towards the voice. The bus driver’s voice came over the speaker, “Please hold on to your pets! It is dangerous to have them running all over the bus!” Finally, we were at school. As we were walking off the bus, I stepped in a small puddle. “Ugh, someone’s pet made a mess...” I said to myself. I wiped my shoes in the grass once I was off the bus. Then, I looked at the schoolyard. It looked like a zoo! There were animals everywhere! Dogs of all shapes and sizes. Colorful birds in cages. Rabbits, chinchillas, and hedgehogs in little carrying cases. And... some animals running free through the grass and on the sidewalks, with kids chasing them in every direction! Grade 5 Reading Comprehension Worksheet Reading and Math for K-5 © www.k5learning.com They were making a mess. Their food and bedding was strewn over the grass. Some kids weren’t cleaning up after their dogs went to the bathroom. Fur was floating through the air. If it looks like this outside, I don’t want to see what it looks like inside, I thought. Then, something crazy caught my eye. I saw a kangaroo hopping in the grass! And a peacock strutting up the stairs! I didn’t know people could have them as pets... I walked into the building to my classroom. The hallways smelled worse than the bus. There were still animals running wild and messes everywhere. My classroom was no better. Mrs. Doltyn looked frazzled as she instructed us to keep our pets in their cages, or keep the leashes tied to our desks during class. As she was talking, she slowly started to turn into a parrot... And I woke up, snug in my bed. Wow, no wonder our school doesn’t have a “Bring Your Pet to School” day! I thought. As much as I love Jax, I was really glad I wouldn’t have to worry about him or his messes all day at school.

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

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2. In the second paragraph, how did things start to “go downhill”?

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3. Did you realize that this was a dream? What clues helped you, or could help you, figure it out before the end of the short story?

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4. What does the word “strewn” mean? How do you know?

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5. Why is the main character thankful that there really is not a “Bring Your Pet to School” day?

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**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. Confiscate: Joanne's mother came up to the school to get the cell phone the teacher had confiscated.

Definition:

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What clues in the sentence lead you to your definition?

2. Obedient: Unlike her older brother Jerome, who stayed out all hours of the night, Kate obediently followed the curfew her parents set.

Definition:

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What clues in the sentence lead you to your definition?

3. Consume: John was so hungry that he consumed the cranberry muffin and went back for a donut.

Definition:

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What clues in the sentence lead you to your definition?

4. Coax: After the bird escaped, Chris tried to coax it back into the cage with treats.

Definition:

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What clues in the sentence lead you to your definition?

5. Peculiar: Since it was a school day, Denise thought it was peculiar that she saw no children on the street during her drive to work.

Definition:

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What clues in the sentence lead you to your definition?

### **Day 3 Nonfiction Text/Skilled Reading Questions**

Who Am I? I am two cultures.

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.

CCSSR2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

I am proud to be a member of two cultures. Even though I am only ten years old, I have lived in two countries and in two cultures. I have lived in both Mexico and the United States. I was born in the state of Michoacán. I was born in a small town called Quinceo. Life there was simple and peaceful. There was a small church where we would go to hear mass on Sundays. There was a corral where we would go and watch rodeos. After school, my friends and I would go for a swim in a creek. My mom did not work; she stayed at home taking care of our family. Life in Quinceo was nice, but money was sometimes not enough to support us. In 1996, the day came when my dad decided to bring us to the United States. Leaving my town was hard, but it was important that my family stay together. When I left Mexico, I had a lot of special friends and nice teachers. When I first came to the United States, I started at a new school in Chicago. I found care and company at the school, among Hispanic people, my friends, and my teacher. She helped me all the time. My education now is different from the one in Mexico. Here, I am studying in two languages. I feel very happy because I am able to communicate in two languages. In my case, speaking Spanish is an indication of my Mexican heritage. Speaking English is a symbol of my triumph and the struggles that I have as an immigrant in this country. Now that I have been here three years, I am proud to offer my help and support to people who need it. I urge those who come from Mexico and other countries to learn English and to continue speaking their native language, too. It will help them reach out to others.

Write your answers to these questions on another page.

1. Sequence: Which event happened first? Which happened last?
2. Character Traits: Name one character. What is one trait you infer that character has? Explain why you think that.
3. Motive: What is something that person does? Why do you think that person does that?
4. Summarize: Summarize the story in four sentences. Tell about the characters and what they do.
5. Main Idea: What do you think is the main idea of the biography? Why?





**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. Outcast: If a wolf refuses to help its pack hunt, it becomes an outcast and must go on alone.

Definition:

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What clues in the sentence lead you to your definition?

7. Discard: Dad had no need for the broken air conditioner, so he discarded it on the corner by the trash.

Definition:

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What clues in the sentence lead you to your definition?

8. Content: While others eat eggs, pancakes, and bacon for breakfast, Mike was content with a piece of toast and a glass of orange juice.

Definition:

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What clues in the sentence lead you to your definition?

9. Fortunate: Because he had such good friends and family, Malcolm considered himself fortunate.

Definition:

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What clues in the sentence lead you to your definition?

10. Observe: The teacher stopped the students after she observed them wrestling.

Definition:

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What clues in the sentence lead you to your definition?

## **Day 4 Fiction and Comprehension**

### **Dinner Disaster**

“Ugh, meatloaf again? I hate meatloaf!” Matt yelled. “I’m not eating this.”

Matt’s mom and dad looked at each other. Matt’s outbursts had been happening at least once a week all summer long. “You know what, Matt? We’re going to let you take over dinnertime from now on. You can pick the meals and cook them, as long as they’re healthy,” Mom said.

“Good, we’re going to eat good food every night!” Matt answered.

The next day, Dad sat down with Matt to make the meal plan so he could go grocery shopping. Matt had already been thinking about his favorite dinners. “We’re going to have chicken tonight, and spaghetti tomorrow, and macaroni and cheese the next day,” Matt started.

“Woah, hold on now,” Dad said. “What else are we going to have with the chicken? We need to have at least one vegetable with each meal, and usually we have another side to go with it.”

“Oh, yeah. Um, we can have corn with the chicken,” Matt said.

“Sophia does not like corn,” said Dad.

“Well, it’s my choice, so I’m going to make corn,” Matt replied. “OK, but she might complain at dinner tonight. Are you ready for that?” Dad asked.

“Yeah, whatever,” Matt answered. Matt and his dad spent the next hour figuring out the whole week’s meals and side dishes. It was a lot more work than Matt expected, and almost every time he picked something out, his dad would tell him that someone in the family wouldn’t like it. It was very frustrating.

“This is impossible!” Matt said, exasperated.

“Yes, it is hard. Your mother and I try very hard to make everyone happy, but everyone has different tastes, and sometimes, we just can’t please everyone.”

“Fine, we’ll have to just go with this plan this week. Next week I’ll try to make everyone happy,” replied Matt.

When his Dad was finished grocery shopping, it was time for Matt to make his first meal. His parents were both in the kitchen to help him, since he didn’t know how to cook yet. They looked up the recipes for chicken, rice, and broccoli with cheese.

Wow, that’s a lot to do, Matt thought, as he looked at the directions for everything. He was usually playing video games or outside while his parents made dinner. It took almost an hour to make dinner. There were so many steps! Matt was tired and extra hungry when dinner was finished. He was also proud of himself - he made dinner! And he knew he would like it tonight!

“Ew, this rice tastes funny,” Sophia said. Matt took a bite. It did taste a little funny. But he’d worked so hard! He felt like he might cry.

“It’s OK, Matt, cooking is hard. It takes a long time to figure it out. Sophia, be nice and please take three ‘no-thank-you’ bites.

Matt worked really hard on this dinner,” Mom said. The next day, Matt didn’t want to cook dinner. “It’s hard,” he explained to Mom.

“It is hard, but your father and I do it anyway.

How are we going to eat, otherwise?” said Mom.

“We should just go out to eat every night, then everyone can get what they want and no one has to cook or clean,” Matt answered.

“I guess we need to work budgeting into this, too,” Mom quietly sighed. “We spent about \$190 on groceries this week. That was for 7 nights of dinner, so if we divide that, it comes out to about \$27 each night. Does that make sense so far?”

“Yes,” replied Matt. “Last time we went out to dinner,” began Mom, “we spent about \$75. How does that compare to the groceries?”

“That’s a lot more than \$27.” “It is, and that adds up.

It would be really nice to go out every night, but that would mean you couldn’t play soccer, and Sophia couldn’t do gymnastics. We’d probably have to move to a smaller house and Dad and I would have to share a car. Do you think that’s worth it?” Mom asked. “Oh, wow, I guess not. I’ll get started with dinner,” said Matt.

Again, he was tired and hungry when dinner was finally ready. “I don’t like corn,” cried Sophia. Matt realized then how his parents must feel every time he complained about dinner. It took all of Matt’s willpower not to yell at his little sister. He had worked so hard on dinner, and it was impossible to make sure everyone liked every part of every meal!

“I’m sorry, Sophia. I’m sorry, Mom and Dad. I shouldn’t have yelled at you guys about dinner all the time. I didn’t know how hard it was to pick out food everyone likes, and how hard it was to cook all of the food. I don’t want to take over dinner anymore, I won’t complain,” Matt remarked.

“Thank you, Matt,” Mom and Dad said. Dad continued, “We’ll take back dinner responsibilities. You’ll have to do it enough when you’re grown up!” Matt felt a lot better. He happily finished his dinner and never complained about a meal his parents made again.

### **Questions:**

1. How would you describe Matt? Would you describe him the same way at the beginning of the short story and at the end of it?

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2. Retell the story in your own words.

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3. What does “exasperated” mean in this story? How do you know?

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4. Why do you think Matt’s parents decided to let Matt be in charge of dinner for a little while? Did they expect this reaction from him?

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## **Day 5: 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. **unpleasant**: Brian felt that Ms. Golding was much more **unpleasant** than usual and he suspected that she did not have her coffee this morning.

Definition:

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What clues in the sentence lead you to your definition?

2. **remedy**: The richest man in town was losing his hearing and he offered a large reward to anyone who could find a **remedy** for his condition.

Definition:

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What clues in the sentence lead you to your definition?

3. **singe**: The curling iron was so hot that Martha **singed** her hair when she tried using it.

Definition:

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What clues in the sentence lead you to your definition?

4. **quarrel:** Max was sick of **quarreling** with his wife about money when all he wanted to do was enjoy her company.

Definition:

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What clues in the sentence lead you to your definition?

5. **conclude:** After finding crumbs all over Fido's bed, Mom **concluded** that the dog had eaten the cookies.

Definition:

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What clues in the sentence lead you to your definition?



### **Day 5 Nonfiction Passage/Find The Main Idea**

A convention is a very big meeting. Many organizations have conventions. Every four years there is a national election in the United States. The summer before the election, there are two conventions. One convention is for the Democrats. The other is for the Republicans. They choose leaders for the next four years. They hope the people they choose will win the election. At the 2008 Democratic convention, there was a big change. Never before had the Democrats chosen an African-American as their candidate for President. They did. It was not a surprise, though. Barack Obama had been running for President all year. He had won primaries. A primary is an election in a state. The people of the state vote for the person they want to be President. Then at the convention their representatives vote for that person. At the convention, there was a problem. Many people had voted in primaries for Hillary Clinton. They wanted her to be the first woman President. It was not because she was a woman that people voted for her. They thought she would do a good job. She was a Senator. She had met many world leaders. She was a leader, herself. More Democrats thought that Barack Obama would be a great President. So they chose him. She was disappointed, but Hillary Clinton helped him. She gave many speeches telling people why they should vote for him. She said, "He is the person who can change our country." "Yes, we can" was their slogan. It meant that people could change what was happening in the United States. At the Republican convention, they had to make a choice. They chose John McCain. Then they surprised everyone. They chose a woman as Vice President. People wondered if they did this to get more votes. The woman was Sarah Palin. She made many speeches. She got some people to vote for the Republican party. Some people thought she was the opposite of Barack Obama. Some people thought it was a good idea for the Republicans to choose her. Other people thought it wasn't. They said that she would only get votes from one group of people. Barack Obama won the national election. He got votes from many different groups. More people voted than in the last election. It was important to them. After the election, he met with Hillary Clinton. He asked her to be Secretary of State. That is a very important job. The Secretary of State meets with world leaders. The Secretary of State helps solve problems with other countries.

**Support the Main Idea:** What is the main idea of this passage? Underline five sentences in the passage that support that idea.



## Day 6 Vocabulary

6. **enormous**: After taking the final exam, Felix felt as though an **enormous** burden had been lifted.

Definition:

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What clues in the sentence lead you to your definition?

7. **haughty**: Megan did not like the new girl because she was rich, **haughty**, and kept her nose up high.

Definition:

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What clues in the sentence lead you to your definition?

8. **dreary**: After the quarterback from the visiting team snuck in for another touchdown, the mood over the home team's bleachers grew quite **dreary**.

Definition:

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What clues in the sentence lead you to your definition?

9. **dispute**: My father and Mr. McClure, our neighbor, have had a **dispute** as to the property line separating our two houses ever since Mr. McClure planned to build a fence.

Definition:

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What clues in the sentence lead you to your definition?

10. **absurd**: Bobby thought that Clyde's theories about their substitute teacher being an alien were **absurd**.

Definition:

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What clues in the sentence lead you to your definition?

## Day 6: Fiction Passage and Comprehension

Alexa and Brittany were best friends. They'd known each other since Brittany moved next door in 2nd grade. They hung out almost every day after school... when they were getting along, that is. They were very different people. Alexa did great with her school work, read a lot of books, and took ballet classes. Brittany, on the other hand, would rather play soccer, chat with other kids at school, and rarely sat still for long enough to finish reading a chapter of a book. Often, Alexa and Brittany would play together at the park across the street. They'd play on the equipment, play tag with a group of neighborhood kids, or play soccer. If it was raining outside, they'd go in one of their houses to make crafts, play video games, or do their nails. Some days they could spend hours together without a single problem, but other days they just could not agree on what to do. "Come on, let's play on the equipment. We've played soccer for the last three days!" Alexa said. "They just cut the grass, I love playing soccer when the grass is nice and short. I don't want to play on the equipment," Brittany replied. "We always do what you want to do Brittany, it's my turn to choose." Alexa was getting frustrated. "Fine, go play on the equipment by yourself, I'm playing soccer," Brittany shouted. Alexa left. She was fuming. When she got home, she realized she still had Brittany's notebook. Well, I'm not giving it back today. I'm too mad at her. Alexa thought. The next day at school, their teacher asked for their notebooks. Brittany didn't have hers, and asked Mrs. Stone if she could bring it in tomorrow instead. Mrs. Stone let us have one late assignment a month, but Brittany had already used hers. Brittany looked upset, and walked quietly back to her desk. Alexa was having an internal conflict. She knew she should tell Mrs. Stone that she had the notebook, but she was still mad at Brittany for not compromising with her at the park yesterday. When it was time for lunch, Alexa hung back to talk with Mrs. Stone. "Mrs. Stone, I have Brittany's notebook. I should have said something earlier, but Alexa and I had a problem yesterday, and I'm still mad at her. Would you be able to help us solve our problem?" Alexa asked. "Thank you for being honest, Alexa. I'm sure Brittany will appreciate that you gave me her notebook when you could have made her get another late mark instead. I'm glad you asked for help solving the problem. It's really hard to solve a problem by yourself when you're still feeling upset, so this is a good solution." At recess, Mrs. Stone sat and talked with the girls. They each revealed that they get frustrated with the other person a lot because they don't always want to do the same things, but they realized that they never really solved their problem. One of them just always went home. Mrs. Stone helped them realize that maybe they didn't have to play together every day to be best friends. They decided to just play together a couple times a week, and take turns picking the activity. Alexa and Brittany were hopeful that this would solve a lot of the arguments they'd been having lately!

**Questions:** 1. How were Alexa's and Brittany's experiences different?

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2. Retell the story in your own words.

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3. What does “fuming” mean in this story? How do you know?

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4. How would a different point of view have changed the story?

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5. What other solutions could Alexa and Brittany have decided on?

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## **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.

1. severe: Most people feared the king because his judgment was final and his punishments were severe.

Definition: \_\_\_\_\_

What clues in the sentence lead you to your definition?

2. impatient: After waiting for his call for two nights in row, Cassie grew impatient with Henry and decided that she would call him first.

Definition: \_\_\_\_\_

What clues in the sentence lead you to your definition?

3. procession: the graduates marched down the aisles and filled in their seats in an orderly procession.

Definition: \_\_\_\_\_

What clues in the sentence lead you to your definition?



4. bewilder: John was bewildered when he saw the math teacher writing letters on the board that were to be added and subtracted. *Aren't letters for reading class?* John thought to himself.

Definition: \_\_\_\_\_

What clues in the sentence lead you to your definition?

5. gradual: Alice was not happy with product's promise of gradual weight loss. She wanted to lose all of her fat immediately.

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**

6. indifferent: Most of the boys in the class were in some heated argument about which sports team would win the big game, but Jeremy was indifferent. He just wanted to play *Death Troopers* on his game box.

Definition: \_\_\_\_\_

What clues in the sentence lead you to your definition?

7. wretched: Alice woke up feeling wretched. She was covered with sweat and had a headache.

Definition: \_\_\_\_\_

What clues in the sentence lead you to your definition?

8. substantial: After receiving just a single slice of pizza at the party, Kelvin was disappointed. He had hoped for a more substantial portion.

Definition: \_\_\_\_\_

What clues in the sentence lead you to your definition?

9. haste: We can still make it to the movie on time if we make haste!

Definition: \_\_\_\_\_

What clues in the sentence lead you to your definition?

10. proper: Lance felt that it would be proper to ask Barbie's father for permission to marry her.

Definition: \_\_\_\_\_

What clues in the sentence lead you to your definition?

## Day 8 Fiction

"Whee!" I could hear kids cheering all around me. It was Nicky's birthday party and we were all having fun in the bounce house. We were jumping up as high as we could, and falling down to let the soft ground catch us. I loved jumping in bounce houses! I wish I could have one of these in my backyard, I thought. I decided to look up the price of a bounce house when I got home. It was too expensive for me. Maybe if all of my friends and I put our money together, we could buy it! I found them playing outside and asked. Jake said, "That would be awesome!" "Yeah, I'm in," replied Kate. "I'll see how much money I have at home," said Janie. The next day, we all gathered to see how much money we had. After counting it, we found out we had enough! I talked to my parents about my idea. "That would be a lot of fun for you and your friends. We do have space in our backyard, but there are some things that I don't think you've considered. We would have to use our electricity to blow it up every time someone wanted to use it. That would cost more money, and it would cost money to fix it if it ever got a hole in it or anything. Are you going to pay for the electricity and repairs yourself?" Dad asked. "You're right, I didn't think about that..." I replied. "I could ask everyone to pay a little bit every time they use it, I guess." "That could work. But do you all have enough money for that?" asked Mom. "I'm not sure..." I said. "Maybe something besides a bounce house would work better, then. You like the bounce house because of how fun it is to jump high and not have to land on your feet, right? What about a big trampoline?" Mom suggested. "That's a great idea!" I exclaimed. "Great! Before we agree to something like that, that all your friends in the neighborhood could use, we need to make sure everyone will be safe. That means we need to see if there is extra safety equipment we could buy for the trampoline, and we need to create rules. Does that make sense?" Dad asked. "Yes," I said. "I'll talk to my friends tomorrow to make sure we all agree on the rules, then we'll all have our parents look the rules over to see if there's anything we missed." "Perfect!" The next day, we all sat down and developed, or came up with, rules. We decided that we should not crash into each other, we should not jump off the trampoline, and we should not land on our heads or necks. Our parents all looked over the rules, and added one more: we needed an adult to be outside with us. That seemed fair to us, so we pooled our money together and got a trampoline!

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

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2. Why did the main character ask his friends to help pay for the bounce house and trampoline?

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3. What causes the characters to switch from buying a bounce house to buying a trampoline?

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4. What does the word "developed" mean? How do you know?

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5. How would you describe the main character?

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## **Day 9 Vocabulary**

1. cease: James, you need to cease tapping your pencil because other people are trying to concentrate.

Definition: \_\_\_\_\_

What clues in the sentence lead you to your definition?

2. transparent: You don't want to wrap your presents in plastic wrap because plastic wrap is transparent and everyone will know what you got.

Definition: \_\_\_\_\_

What clues in the sentence lead you to your definition?

3. simpleton: She tried to pay me with play money, as though I were a simpleton who would accept it.

Definition: \_\_\_\_\_

What clues in the sentence lead you to your definition?

4. dreadful: I became a vegetarian when I found out about the dreadful treatment that factory farmed animals receive.

Definition: \_\_\_\_\_

What clues in the sentence lead you to your definition?

5. stammer: Rob is a cool guy and normally he makes great conversation, but when he gets around Vicky all he does is stammer.

Definition: \_\_\_\_\_

What clues in the sentence lead you to your definition?

## **Day 9 Nonfiction:**

Dr. Martin Luther King, Jr., Changing America

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.

Dr. Martin Luther King, Jr., was a great leader. He inspired many people. He brought about changes that are important to everyone in the United States. In fact, he is known around the world. He was the youngest person to win the Nobel Peace Prize. That is a prize given to a person who is important to the world. It is a peace prize. He wanted people to change things peacefully. He thought that violence only led to more problems.

Dr. King used a way of changing things called non-violent protest. He saw that people were not treated fairly. He protested for civil rights. When he led marches, people were angry. But he was determined. Even though people shouted at him, he kept marching. People who had been afraid to protest before were encouraged. They joined him. He was able to give them confidence. Together they would overcome. Soon thousands of people were with him. He was changing America.

He organized boycotts. A boycott means that people do not buy something or shop at a store or use a service. The boycott he led was the Montgomery Bus Boycott. Before that boycott in 1955, African Americans could not ride in the front of buses. They had to sit or stand in the back even if there were seats in the front. Only whites could have those front seats. It took months, but they won. They got the right to sit anywhere in the bus. Dr. King influenced many people. He reached them with his books and speeches

. He gave a very inspiring speech in Washington, D.C. People call it his "I Have a Dream" speech. In it he told about what he had seen, the changes that had happened, and what would happen in the future. Today the United States celebrates his life with a special holiday every year. On that day, people remember what he accomplished. They think about how he has made a difference to everyone in America.

Answer this question on another page.

What is the author's purpose for writing the passage? Use information from the passage that the author included to explain why you think so.



**Day 10 Vocabulary**

6. eager: Having read all of the *Fightland* books, Jessica was so eager to see the *Fightland* movie that she lined up at the movie theater at midnight dressed as her favorite character.

Definition: \_\_\_\_\_

What clues in the sentence lead you to your definition?

7. mutter: If you have something to say about my teaching style, Mr. Carter, please say it to me now instead of muttering it under your breath later.

Definition: \_\_\_\_\_

What clues in the sentence lead you to your definition?

8. proposal: The principal loved the students' proposal to build the new playground with the fundraising money.

Definition: \_\_\_\_\_

What clues in the sentence lead you to your definition?

9. civil: No matter how much the old woman yelled at him about not receiving her check, the mailman stayed calm and remained civil.

Definition: \_\_\_\_\_

What clues in the sentence lead you to your definition?

10. humble: Kevin thinks that he is the center of the universe. I guess that when someone gets to be as good as he is at football, it's hard to remain humble.

Definition: \_\_\_\_\_

What clues in the sentence lead you to your definition?

## **Day 10: Fiction/Comprehension**

### **The Best Vacation Ever**

Winter break was fast approaching, and all Scott wanted to do was go snowboarding.

Unfortunately, Scott's parents had different plans. They had booked a weeklong tropical cruise. Scott hated warm weather and asked if he could just stay at his best friend's house so he could snowboard every day with his buddies at the local mountain. His parents didn't want to hear anything of it. He kept debating them about the topic, but they would not change their minds. Family time was important to them, and it was tradition that they spend winter break together.

The week of the cruise arrived, and Scott continued to mumble his complaints as he and his family left their house to head south. Scott's dad told him that he would only make the vacation worse for himself if he didn't change his attitude and open his mind to a new experience. Scott still couldn't stop thinking about all of the snow he was leaving behind. When they arrived at the port to board the ship, Scott had a hard time admitting that he was actually impressed with the size of the ship. He had seen the brochures but seeing the ship in person was a whole different animal. Then he remembered that the brochure said something about a surfing pool. Maybe surfing would be somewhat like snowboarding. After all, it involved riding a board.

Scott climbed aboard the ship with his parents, and then they walked around to check everything out. He couldn't believe how extravagant the accommodations were. The dining room looked like a royal hall; the game room had all of his favorite games and then some; the ship's deck had several different swimming pools for different purposes.

Then Scott saw the surfing pool. It was incredible. It wasn't a big pool, but it had big waves, and the girl who was demonstrating how to ride the waves made it look like a ton of fun. Scott asked his parents if he could go put his swim shorts on so that he could try surfing. They said, "Of course." They wanted to put their swimsuits on as well, and, much to Scott's surprise, they wanted to try surfing too. When Scott and his parents had their swimsuits on, they headed back to the surfing pool. There was a line, but it wasn't too long.

Scott's dad went first and only lasted about five seconds before he wiped out. Then it was his mom's turn. She actually made it longer than his dad did. When it was Scott's turn, he was excited and nervous. He hopped on the board and took a stance similar to his snowboarding stance. Then the waves started. It felt similar to snowboarding but different at the same time. On his first ride, Scott rode for almost 30 seconds before wiping out. He was hooked though. A lot of the passengers tried surfing the first day of the cruise, but only eight people or so really took to it, so for the remainder of the cruise the lines weren't very long, and Scott got to know the regulars quite well. By the time the weeklong cruise was over, Scott had new friends he planned to keep in touch with, a new hobby, and great memories. He apologized to his parents for initial moaning and groaning, and told them it was his best vacation ever.

Questions: 1. Based on the context, what type of climate is considered tropical?

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2. What do you think the word "tradition" means?

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3. The phrase "a whole different animal" is an informal way of saying what?

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4. Why do you think Scott was surprised that his parents wanted to try surfing?

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5. Based on the context, what do you think the word "extravagant" means?

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6. Why would Scott have wanted to apologize to his parents?

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