## BSD 5th Grade Remote Learning Packet 3 (English)



## Fifth Grade Calendar

June 1-12

| Week 1 |  |  |
| :--- | :--- | :--- |
|  | Activities from the packet | Other Activities |
| Day 1 | Reading Activity <br> Science: Mini-Project | Play a math or strategy game <br> Read Aloud to your child for 20 minutes |
| Day 2 | Math Lesson 13 <br> Social Emotional Learning Activity | Read 20 minutes |
| Day 3 | Reading Activity <br> Health | Play a math or strategy game |
| Day 4 | Math Lesson 14 <br> Social Emotional Learning Activity | Read 20 minutes |
| Week 2 | Other Activities |  |
| Day 5 | Reading Activity <br> Social Studies: Mini-Project | Play a math or strategy game <br> Read Aloud to your child for 20 minutes |
| Day 6 | Math Lesson 15 <br> Social Emotional Learning Activity | Read 20 minutes |
| Day 7 | Reading Activity | Play a math or strategy game |
| Day 8 | Math Lesson 16 <br> Social Emotional Learning Activity | Read 20 minutes |

## 5th Grade Book Club

Hello Parents/Guardians,
A Fantasy Book Club will be the focus for one more week of learning. If your child has a book they are reading at home, they can join in with the learning activities below. If you do not have access to books at this time, there are reading passages at the end of this packet they can choose to do instead. is Spend 20 minutes reading each day.

## Learning Activity \#1:

1. Reading: As you read today, think about the internal and external quests in one of the fantasy books you are reading. Choose one of these quests for a story you've been reading, write a few sentences explaining how the quest helps to develop a life lesson in your story. Use examples from the book to demonstrate the quest structure.
2. Writing: Reread your story with fresh eyes and see what you can add, remove, move, or substitute to make it even better. Use the fantasy writing checklist as your guide for what you may still need to add or could use more detail.

## 5th Grade Fantasy Checklist

| My Fantasy Story Has.... | YES | NO |
| :--- | :--- | :--- |
| Magic system |  |  |
| Time travel or no sense of time |  |  |
| Well developed setting |  |  |
| Complex flawed characters |  |  |
| Special powers |  |  |
| Animals act like people |  |  |
| Full of action |  |  |
| Surprising twists |  |  |
| Plot starts quickly |  |  |
| Conflict solved w/great deed |  |  |
| Good vs evil |  |  |
| Achieves the impossible |  |  |
| Failure isn't an option |  |  |


| My Fantasy Story Has..... |  | YES | NO |
| :---: | :---: | :---: | :---: |
| Lead | I wrote a beginning in which I not only showed what was happening and where, but also gave some clues to a later become a problem for the main character. |  |  |
| Transitions | I used transitional words/phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (meanwhile, at the same time) or flashback and flash-forward (early that morning, three hours later) |  |  |
| Ending | I wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened in the story. |  |  |
| Organization | I used paragraphs to separate different times or parts of the story. Some parts of the story were longer and more developed than others. |  |  |
| Elaboration | I developed characters, setting, and plot throughout my story, especially the heart of the story. To do this, I used a blend of description, action, dialogue, and thinking. |  |  |
| Craft | I showed why characters did what they did by including their thinking and their responses to what happened. |  |  |

3. Optional Drawing: Start your drawing for your historical fiction story cover. Remember to include your title in nice big lettering, the author, and illustrator too.

# Science <br> Phases of the Moon <br> *this is a 3-4 week mini-project (from the last packet) 

## Look at the Moon! Journaling Project Scientists observe patterns.

The Moon is the most visible object in our night sky, and we can sometimes even see it during the day.

Talk about the following with a family member:

-What shape is the Moon?
-Does the Moon's shape change?
Each evening, observe the moon in the attached Moon Journal. Record the date and time, and draw the moon as you see it in the sky. Repeat every day. If it's too cloudy to see the moon, record the date and time and leave the picture area blank.

After observing for 21-28 days, discuss with a family member and then write your answers the following:

| What patterns can you see when looking at your journal? |
| :--- |
|  |
| If so, could you fill in what the moon looked like on any blank dates when it was cloudy? |
|  |
| Can you predict what the moon will look like tomorrow? Next week? |
|  |
| What questions do you have? |

YouTube Video - Moon Phases: Crash Course Astronomy \#4

Education

|  | - | 1 |  | 1 |  |  |  |  |  |  |  | - | 0 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| MONTH |  |  |  |  |  |  |  |  | YEAR |  |  |  |  |
| sundar |  | monday |  | tuesoay |  | weonesoay |  | thursoay |  | friday |  | Saturday |  |
| date | TMME | date | tMe | date | tME | date | tMme | date | TMME | date | tMme | date | TMME |
| MOON |  | Moon |  | MOON |  | moon |  | moon |  | moon |  | moon |  |
| date | TIME | date | TIME | date | tIME | date | tMM | date | time | date | TIME | date | tIME |
| moon |  | moon |  | moon |  | moon |  | moon |  | moon |  | moon |  |
| date | tIME | date | tIME | date | time | date | tIME | date | tIME | date | TIME | date | tIME |
| Moon |  | MOON |  | MOON |  | moon |  | moon |  | moon |  | moon |  |
| date | tIME | date | tIME | date | tIME | date | tIME | date | tIME | date | TIME | date | tIME |
| moon |  | moon |  | moon |  | moon |  | moon |  | moon |  | moon |  |
| date | time | date | TME | date | time | date | TME | date | TIME | date | TIME | date | TIME |
| moon |  | moon |  | MOON |  | moon |  | moon |  | MOON |  | moon |  |

## INSTRUCTIONS:

| $\begin{gathered} 1 \\ \text { DAEE } \end{gathered}$ | $\begin{gathered} \text { 5:30PM } \\ \text { TME } \end{gathered}$ | 1. Write in the month, year, date and time that you are viewing the Moon. | $\underset{\text { moon }}{C}$ | 2. Draw a picture of what the Moon looks like at that date and time. |
| :---: | :---: | :---: | :---: | :---: |

Directions: Read the information about Meerkats, fill in the ordered pairs, plot the data, and then answer the questions below.

Hint: See the example $(0,3)$ that is plotted. It was right 0 and from 0 up 3. The next pair, go right 2 on the $x$ axis, then from that spot go up 5 on the y axis.
Challenge: Could $(25,15)$ be an ordered pair on the graph? What about (1.5, 3.5)? How do you know?

## Meerkats

Meerkats live in all parts of the Kalahari Desert in Botswana, in much of the Namib Desert in Namibia and southwestern Angola, and in South Africa. A group of meerkats is called a "mob," "gang," or "clan." A meerkat clan often contains about 20 meerkats, but some super-families have 50 or more members.


This table shows the height of a typical meerkat at different times during the first 20 months of life. Mathematicians like to see data in different ways and one way is to plot the points on a grid.

The age (in months) is the $x$ axis (the horizontal line) and the height (in inches) is the $y$ axis (the vertical line) of the grid. Mathematicians always plot ordered pairs moving right or left on the $x$ axis first and then moving up or down from that spot on the y axis. For example, in order to plot (0,3) you first move right on the $x$ axis finding 0 and then from that place, you go up 3 on the $y$ axis.

Fill in the ordered pairs on the chart and then graph the corresponding points.


What does the poin $(2,5)$ tell you about a meerkat?

How tall do you think a typical meerkat gets? Why do you think that?

At what age do meerkats reach their full height? How do you know from this graph?



## 5th Grade Book Club [1]

A Fantasy Book Club will be the focus for one more week of learning. If your child has a book they are reading at home, they can join in with the learning activities below. If you do not have access to books at this time, there are reading passages at the end of this packet they can choose to do instead. is Spend 20 minutes reading each day.

## Learning Activity \#2:

1. Reading: As you read today, think about the theme in your fantasy novel as well as examples of that same theme in other books. Write some sentences sharing how you see the same theme in both examples.
2. Writing: Reread your story and look through it carefully with the editing checklist. Use the fantasy checklist you've chosen and mark what you have included in your story.

## Editing Checklist for Self- and Peer Editing

Directions: Edit your written work using the Self-Edit columns, fixing any errors you notice. Then, have a peer complete the Peer Edit columns while you observe.

|  | Self-Edit |  | Peer Edit |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Checklist Items | After completing each step, place a check here. | Checklist Items | After completing each step, place a check here. | Comments and Suggestions |
| Punctuation | I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas. |  | I read the author's piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas. |  |  |
|  | Quotation marks are included where needed. |  | Quotation marks are included where needed. |  |  |
| Capital Letters | I checked for capitals at the beginning of sentences. |  | I checked for capitals at the beginning of sentences. |  |  |
|  | Proper nouns begin with capital letters. |  | Proper nouns begin with capital letters. |  |  |
| Grammar | My sentences are complete thoughts and contain a noun and a verb. |  | Sentences are complete thoughts and contain a noun and a verb. |  |  |
|  | I don't have any run-on sentences. |  | There are no run-on sentences. |  |  |
| Spelling | I checked spelling and fixed the words that didn't look right. |  | Spelling is correct. |  |  |

## 5th Grade Fantasy Checklist

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| Surprising twists |  |  |
| Plot starts quickly |  |  |
| Conflict solved w/great deed |  |  |
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Optional Drawing: Finish your drawing for your historical fiction story cover. Remember to include your title in nice big lettering, the author, and illustrator too.

## Muscles and Messages

Name: $\qquad$
Date:
Thankfully for us, we don't have to think about making our muscles tighten and relax. Our brains do all the work for us. The brain sends messages along our nerves to our muscles to tell them what to do. Even more amazing is that these muscles can only do two thingstighten and relax-and yet they let us move so many different ways!

Let's see what kind of messages your muscles would get if you rode your scooter . . .

Messages from your brain go to your neck muscles and tell them to turn your head so you can watch where you're going. Messages from your ears work with your brain and muscles to help you balance.

Messages travel to the muscles in each arm and hand, telling them to tighten so you can hold the handles.

The brain sends messages to tell the muscles in the front and back of this leg to tighten and relax. That way, you can push the scooter.
 the names of these muscles.


Objective: To summarize what was learned about the way in which messages travel from our

Directions：Notice the pattern and how it is growing．Then read about Cora and Cecelia＇s patterns，finish their patterns and answer the questions below．

Hint：Look for numbers Cora and Cecilia have in common and digits that repeat．
Challenge：What number will be in Cora＇s box when Cecilia＇s corresponding box shows 153 ？How do you know？

Math Talk


Many people see this pattern growing in different ways．How do you see this shape growing？How could you tell someone how this shape is growing？

## Today＇s Task．．．Sidewalk Patterns

Cora and Cecilia each use chalk to make their own number patterns on the sidewalk．They make each of their patterns 10 boxes long and line their patterns up so they are next to each other．

Cora puts 0 in her first box and decides that she will add $\mathbf{3}$ every time to get the next number．
Cecilia puts 0 in her first box and decides that she will add 9 every time to get the next number．

Complete each girl＇s sidewalk pattern．
Cora

| 0 | 3 |  |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

## Cecilia

| 0 | 9 |  |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

What patterns do you notice when looking at Cecilia and Cora's pattern? Why do you think that pattern exists?

How many times greater is Cecilia's number in the 5th box than Cora's number in the 5 th box? What about the numbers in the 8th box? The 10th box?

If Cora and Cecilia kept their sidewalk patterns going, what number will be in Cecilia's box when Cora's corresponding box shows 45 ? How do you know?

## Social Emotional Learning



## 5th Grade Book Club $\mathbb{\square}$

- Read for 20 minutes or more each day.


## Learning Activity \#3:

## Reading:

+ Make a list of every book you can think of that we read in school this year. They can be books that you read or we read together.
+ Create a ranking system where you score the books from your most favorite to least favorite.
+ Read one of the attached fantasy stories and do the activities.


## Writing:

+ Write a letter to your teacher for this year including some of these ideas.
+ Share what you will always remember from this year.
+ What was the funniest moment?
+ What was your favorite memory?
+ What did your teacher do that you really liked?
+ What subject or unit was your favorite? Why?
+ Share a specific time when your teacher really helped you.


## Optional Drawing:

+ Draw a picture of a special memory from this year or a picture of you with your teacher.
+ If you can, send the letter and drawing in the mail to your school or take a photo of them and email them as a special treat for your teacher .


## Social Studies

Even as many students, teachers, and families are staying home to stay safe, many people are still working to help others in the community during the COVID pandemic. Some people are calling them "essential" workers. Essential means very important and necessary.

Look at the picture and quote, do some more research, and talk about these 3 questions with someone at home or a classmate (on the phone/computer):

1. What does it mean to be a helper? What are the different kinds of community helpers?
2. How can we say thanks to our amazing community helpers?
3. How can you become a (better) community helper?


Pick some of the pictures above, do some more research, and start to draw and write a list of helpers/essential workers in your community. List as many as you can (there are 4 ideas below to help get you started). Can you come up with 15? 25? Or more?!

## Helpers in my community

1. Family members taking care of each other at home
2. Doctors and nurses
3. Teachers
4. Grocery store workers

Now, write a letter saying thank you to some community helpers! With some help, send it!

## Optional bonus!

- Come up with a list of ways you can be a better community helper, both individually (alone) and cooperatively (with others). Compare and contrast your list with your classmates. Discuss your ideas and make a plan to do some of them this summer!
- Think about the different ways that different people, other living things, and different environments might be affected by COVID-19.
- What are some ways that we can make sure everyone is safer and healthier?
- When it is safe for everyone to leave home and return to school, come up with a plan after doing some research, to make sure people are both ready and safe. Share it.

Directions: Read the story and draw the next designs in the pattern. Answer the questions below and create your own pattern.

Hints: Draw each one noticing what changes from design 1 to design 2, then see what changes from design 2 to design 3.
Challenge: How could you tell someone what the 28 th design in this pattern would be without drawing each one?

## Stone Designs

Carlos is a landscaper. He has been asked to create stone patterns in the city park. As his pattern continues, he needs a lot of stones. How many gray and white hexagons are needed for each design?


Gray hexagons: $\qquad$

White hexagons: $\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

Draw the 5th design. How many gray hexagons does he need? $\qquad$ How many white ones? $\qquad$

What do you notice about the growing pattern? (What changes do you see with the grey hexagons? What changes do you see with the white hexagons?)

Draw and describe the 10th design in this pattern. (First, try without drawing the 6-9th designs.)

Without drawing, how many white and how many grey stones will there be for the 25 th design? How did you figure it out?

Create your own growing design showing the first 4 designs using 2 colors or 2 shapes. Then explain how the design is growing and what the 15 th design would look like.
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## 5th Grade Book Club [®]

- Read for 20 minutes or more each day.


## Learning Activity \#4:

## Reading:

+ Make a list of every book that you want to read this summer.
+ Rank them to show the books you most want to read in order.
+ Read one of the attached fantasy stories and do the activities.


## Writing:

+ Create your own memory book from this year including some of these ideas.
+ Names of each of your classmates. Can you list them all?
+ Your teacher's name
+ Your age
+ Names of each of your teachers from each grade level
+ Specials teachers
+ School special days
+ Field trips
+ Assemblies
+ Favorite subject
+ Favorite unit
+ Favorite book you read this year
+ Best piece you wrote this year
+ Best recess memory
+ Best lunch memory
+ Best specials memory
+ Saddest moment
+ Happiest moment
+ Funniest moment
+ Something I will never forget


## Optional Drawing:

+ Decorate your memory book with drawings and pictures.

Directions：Use the information from the last lesson to fill in this chart．Then graph the ordered pairs on the coordinate grid and answer the questions．

Hint：Look back at your drawings from yesterday to fill in the table．
Challenge：Could $(19,46)$ be an ordered pair for Carlos＇ pattern？How about $(40,84)$ How do you know？

Carlos hopes to at least have 12 stone designs for the park．Fill out this chart using the information from the last lesson so he knows how many gray and white hexagons are needed for each design．

| Design <br> number | Gray <br> hexagons | White <br> hexagons | Ordered <br> Pairs |
| :--- | :--- | :--- | :--- |
| 1 | 1 | 6 | $(1,6)$ |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 9 |  |  |  |
| 10 |  |  |  |
| 12 |  |  |  |

What patterns do you notice in the table？

Mathematicians love to see how patterns grow in different ways. One way is to see the relationship among the two different pieces of data (grey vs. white stones). Today, you will plot the data (your stones) in a chart to see how the pattern grows.

Label the grid and then plot the points from the table above.


Describe the relationship between the number of white hexagons and the number of grey hexagons using words and/or an expression.


Extra Social Emotional Learning Activities 9





## Paper Dragon Fairy Tale

Once upon a time, on a wall in a little house in a country far away, there hung a beautiful paper dragon. It was carefully folded and looked almost lifelike. The dragon was painted the colors of the rainbow, and its tail was spread wide like the tail of a peacock.

Many years went by, and the people who lived in the house enjoyed the picture of the colorful dragon. People who came to visit the house stopped to see the brightly-colored dragon, but no one ever asked about where it had come from. A couple of times, someone took it down from the wall, only to put it on another wall in the little house, and arrange the tail slightly differently. Doing this, they felt a vibrant feeling of energy and of life. Something about holding the paper dragon made them feel free.

Once, a stranger on his journey passed by the house and happened to see the beautiful dragon hanging on the wall. Struck by its beauty, he stared closely at the dragon. Without asking permission, he lifted down the dragon from the wall. He hung it over his arm and went out into the yard. With skilled fingers he tied a string around the dragon's body and quickly went to an open place. As a breeze began, the stranger carefully let out the string and ran into the wind. Up the dragon lifted into the air and it soared high above like a kite. The dragon seemed to be pulling higher and higher into the air, almost as though it was flying.

The people who lived in the house came outside to watch the man with the dragon. They were surprised to see their beautiful paper dragon flying above them, brightly colored with its long tail flowing behind it. They began to think that, maybe, there was something about this dragon that they had not noticed before.

As the wind blew, the dragon happily danced in the air above. Without warning, the string broke, and the dragon flew higher and higher, further and further away from them. The people below squinted as they looked up at the brightly colored dragon. Suddenly the little paper dragon began growing; its paper wings stretched wide and long. Its paper body began to change and the small creature flew higher and higher. The people below looked in amazement as the dragon came to life and flew away. Turning to them, the stranger said, "Some things are just meant to be free."
1.) How did the dragon end up outside flying in the air?
A. The people who lived in the house took it outside.
B. The dragon was so lifelike that it flew out the window.
C. The stranger took it outside and flew it like a kite.
D. A breeze blew the dragon out the window.

0\% $100 \%$

Confident
Confident
2.) The word amazement as it is used in the passage means
A. Wonder and surprise.
B. Anger and shock.
C. Confused and upset.
D. Contented and pleased.

0\%
$100 \%$
Confident
Confident
3.) What would be another good title for this passage?
A. How to Make a Paper Dragon.
B. The Paper Dragon Flies Free.
C. The History of the Paper Dragon.
D. The Stranger and the Dragon
$0 \%$ $100 \%$

Confident
Confident
4.) Why did the stranger take the paper dragon outside without permission?
A. He wanted to show it to a friend.
B. He did not think the family would mind.
C. He wanted to steal the dragon from the family.
D. He knew the dragon was special and needed to be free.

$$
0 \% \quad 100 \%
$$

Confident
Confident
5.) How did people feel after holding the paper dragon?
A. Tired from lifting the dragon off the wall.
B. Energized and alive.
C. Confused and baffled.
D. Sad because they had to return the dragon.
$0 \%$ 100\%

## Confident

Confident

On a scale between 1 and 10 with 1 being low and 10 being how well did you like this passage?
Didn't
Like It
At All At All

Imagery \& Prediction: Draw what you think the paper dragon looked like when it changed from a wall hanging to a real life dragon. Write a paragraph telling what you think happens to the dragon after it becomes real and starts to fly.

## The Wonderful Wizard of $\mathrm{Oz}_{\text {bıL Fimb hum }}$

Name:

The Wonderful Wizard of Oz which was published in 1900. It's the story of Dorothy, a Kansas girl, who is carried by a tornado to the distant land of Oz. Dorothy wants to go back home. She travels to the Emerald City to ask the Wizard of Oz to help her. Along the way, she meets a tin woodman, who tells his story in this passage.

## Chapter 5: The Rescue of the Tin Woodman

"I was born the son of a woodman who chopped down trees in the forest and sold the wood for a living. When I grew up, I too became a woodchopper, and after my father died I took care of my old mother as long as she lived. Then I made up my mind that instead of living alone I would marry, so that I might not become lonely.
"There was one of the Munchkin girls who was so beautiful that I soon grew to love her with all my heart. She promised to marry me as soon as I could earn enough money to build a better house for her; so I set to work harder than ever. But the girl lived with an old woman who did not want her to marry anyone, for she was so lazy she wished the girl to remain with her and do the cooking and the housework. So the old woman went to the Wicked Witch of the East, and promised her two sheep and a cow if she would prevent the marriage. Thereupon the Wicked Witch enchanted my axe, and when I was chopping away one day, the axe slipped all at once and cut off my left leg.
"This at first seemed a great misfortune, for I knew a one-legged man could not do very well as a woodchopper. So I went to a tinsmith and had him make me a new leg out of tin. The leg worked very well, once I was

new way to kill my love for the beautiful Munchkin maiden, and made my axe slip again, so that it cut right through my body, splitting me into two halves. Once more the tinsmith came to my help and made me a body of tin. But, alas! I had now no heart, so that I lost all my love for the Munchkin girl, and did not care whether I married her or not.
"My body shone so brightly in the sun that I felt very proud of it and it did not matter now if my axe slipped, for it could not cut me. There was only one danger-that my joints would rust; but I kept an oil-can in my cottage and took care to oil myself whenever I needed it. However, there came a day when I forgot to do this, and, being caught in a rainstorm, my joints rusted. I was left to stand in the woods until you came to help me. It was a terrible thing to undergo, but during the year I stood there I had time to think that the greatest loss I had known was the loss of my heart. While I was in love I was the happiest man on earth; but no one can love who has not a heart, and so I am resolved to ask Oz to give me one. If he does, I will go back to the Munchkin maiden and marry her."
 used to it. But my action angered the Wicked Witch of the East. When I began chopping again, my axe slipped and cut off my right leg. Again I went to the tinsmith, and again he made me a leg out of tin. After this the enchanted axe cut off my arms, one after the other; but, nothing daunted, I had them replaced with tin ones. The Wicked Witch then made the axe slip and cut off my head, and at first I thought that was the end of me. But the tinsmith made me a new head out of tin.
"I thought I had beaten the Wicked Witch then; but I little knew how cruel my enemy could be. She thought of a


Understanding "The Wonderful Wizard of Oz"

## I. Multiple Choice

Circle the correct answer to each question.

1. What did the tin woodman's father do for a living?
A. chopped wood.
B. worked with tin
C. was a wizard
D. farmed
2. Why did the old woman go to the

Wicked Witch of the East?
A. She wanted permission for the Tin

Woodman and Munchkin girl to marry.
B. She sold the witch a sheep.
C. She wanted the witch to build the Tin Woodman a new body.
D. She wanted the witch to stop the marriage.
3. Who chopped off the Tin Woodman's leg?
A. the old woman
B. the Wicked Witch of the East
C. the Tin Woodman
D. the Munchkin girl
4. What was the one danger the Tin Woodman faced after his body was tin?
A. He would lose the love of the Munchkin girl.
B. His joints would rust.
C. He would be sold to the tinsmith.
D. The witch would find him.
5. What did the Tin Woodman lose that made him not care about marrying the Munchkin girl?
A. his heart
B. his enchanted axe
C. his legs
D. his head
6. What does the Tin Woodman want from the Wizard of Oz ?
A. a new body
B. a heart
C. to marry the Munchkin girl
D. the death of the Wicked Witch

## II. Order of Events

Put the following events in the passage in the order they happened. Mark the first event with a 1 , the second with a 2 and so on.
A. $\qquad$ The Tin Woodman lost his leg.
B. $\qquad$ The Tin Woodman was caught in a rainstorm.
C. $\qquad$ The Tin Woodman fell in love with the Munchkin Girl.
D. $\qquad$ The old woman visited the Wicked Witch of the East.
E. $\qquad$ The tinsmith made the Tin Woodman a head.

$\qquad$

## The Wonderful Wizard of Oz - Vocabulary

## I. What Does It Mean?

Below are quotations from the Tin Woodman's story from The Wonderful Wizard of Oz. Use the context of the sentence or phrase to discover the meaning of the underlined word. Circle the letter of the correct meaning.

1. "...she wished the girl to remain with her..."
A. talk
B. walk
C. stay
D. eat
2. "So I went to a tinsmith and had him make me a new leg out of tin."

A. a doctor
B. a person who works with tin
C. a jewelry maker
D. an inventor
3. "...the Wicked Witch enchanted my axe..."
A. put a magical spell on
B. improved
C. broke
D. stole
4. "...so I am resolved to ask Oz to give me one.."
A. scared
B. too weak
C. in a hurry
D. determined
5. "...but, nothing daunted, I had them replaced with tin ones."
A. not excited
B. not discouraged
C. not confused
D. not educated
6. "...the old woman went to the Wicked Witch of the East... "
A. skinny
B. old
C. evil
D. powerful
7. "...if she would prevent the marriage. "
A. announce
B. delay
C. stop
D. allow
8. "It was a terrible thing to undergo... "
A. go through
B. watch
C. think about
D. try

## I. Working With Antonyms

Write the letter of the correct antonym in the blank for each of the words from the Tin Woodman's story.

1. $\qquad$ cruel
A. hard-working
2. $\qquad$ enemy
B. hate
3. $\qquad$ love
C. friend
4. $\qquad$ beautiful
D. ugly
5. $\qquad$ lazy
E. kind

Name: $\qquad$
The Main Idea: The Tin Woodman's Story


Write the main idea of the Tin Woodman's story from The Wonderful Wizard of Oz in the rectangle. Write three supporting ideas in the ovals.
$\qquad$

## The Wonderful Wizard of Oz Crossword Puzzle Fun

## Across

1. The $\qquad$ Witch of the East
2. This was enchanted by the witch.
3. The Tin Woodman chopped this.
4. The person who rebuilt the Tin Woodman
5. The Tin Woodman was happiest when he was in $\qquad$ .

## Down

1. The $\qquad$ of Oz
2. The Tin Woodman wanted a new one.
3. What rusted the Tin Woodman's joints.
4. What the Tin Woodman used on his joints
5. The Tin Woodman loved the $\qquad$ girl.

#  

Name: $\qquad$

## The Wizard of Oz: Make Your Case

Imagine you are the Tin Woodman, and you are standing before the Wizard of Oz . It's time to ask for your wish: a new heart. It the space below, write what you would say to the wizard to convince him to give you a heart. Remember that many people ask the wizard for favors, so give good reasons why he should grant your wish.

Hello, Wizard of Oz. I have come to ask for a new heart because...


# The Story of King Arthur and His Knights 

by Howard Pyle

Howard Pyle wrote The Story of King Arthur and His Knights in 1903. It tells the
story of the legendary King Arthur of Britain. In the passage below, young Arthur is a
squire for his relative Sir Kay. Along with Kay's father, Sir Ector, Kay and Arthur go to
a great tournament in London. While there, the new high king is to be determined. To
be the high king, someone must pull a sword that has been placed in a stone and anvil
by Merlin the magician. All the greatest knights and nobles are allowed to try, but none
can move the sword. Merlin insists that Arthur have a chance to pull the sword out.

## The Winning of Knighthood, Chapter III


hereupon Arthur went to the cube of marble stone and he laid his hands upon the haft of the sword that was thrust into the anvil. And he bent his body and drew very strongly and, tol the sword came forth with great ease and very smoothly. And when he had got the sword into his hands, he swung it about his head so that it flashed like lightning. And after he had swung it thus thrice about his head, he set the point thereof against the face of the anvil and bore upon it very strongly, and, behold! the sword slid very smoothly back again into that place where it had aforetime stood; and when it was there, midway deep, it stood fast where it was. And thus did Arthur successfully accomplish that marvellous miracle of the sword in the eyes of all the world.

Now when the people who were congregated at that place beheld this miracle performed before their faces, they lifted up their voices all together, and shouted so vehemently and with so huge a tumult of outcry that it was as though the whole earth rocked and trembled with the sound of their shouting.

And whiles they so shouted Arthur took hold of the sword again and drew it forth and swung it again, and again drave it back into the anvil. And when he had done that he drew it forth a third time and did the same thing as before. Thus it was that all those who were there beheld that miracle performed three times over.

And all the kings and dukes who were there were filled with great amazement, and they wist not what to think or to say when they beheld one who was little more than a boy perform that undertaking in which the best of them had failed. And some of them, seeing that miracle, were willing to acknowledge Arthur because of it, but others would not acknowledge him. These withdrew themselves and stood aloof; and as they stood thus apart, they said among themselves: "What is this and who can accredit such a thing that a beardless boy should be set before us all and should be made King and overlord of this great realm for to govern us. Nay! Nay! we will have none of him for our King."

Now when the Archbishop perceived the discontent of these kings and dukes, he said to them, "How now, Messires! Are ye not satisfied?" And the Archbishop said, "What of that? Hath he not performed the miracle that ye yourselves assayed and failed to perform?"

But these high and mighty lords would not be satisfied, but with angry and averted faces they went away from that place, filled with wrath and indignation.

But others of these kings and dukes came and saluted Arthur and paid him court, giving him joy of that which he had achieved; and the chiefest of those who came thus unto him in friendliness was King Leodegrance of Cameliard. And all the multitude acknowledged him and crowded around that place shouting so that it sounded like to the noise of thunder.

Name:

## The Story of King Arthur and His Knights: Understanding the Passage

## I. Who Was It?

Below are actions performed by Arthur, the angry kings and dukes, the Archbishop, and King Leodegrance. Write the the correct character for each event below.

1. $\qquad$ saw that some of the nobles were angry
2. $\qquad$ didn't want Arthur to be King
3. $\qquad$ thought Arthur was too young
4. $\qquad$ came to Arthur with "friendliness"
5. $\qquad$ pulled the sword from the stone

## Part II. Short Answer

Answer each question below.

1. Who was older: Arthur or the Archbishop? $\qquad$
2. How many times did Arthur pull the sword from the stone? $\qquad$
3. What was the cube of stone made of? $\qquad$
4. How did the crowd of people act when Arthur pulled the sword out? $\qquad$
5. Who failed to pull the sword from the stone and anvil? $\qquad$

## Language in The Story of King Arthur and His Knights

## Part I: Old Language

While Howard Pyle wrote his storied about King Arthur in the 20th century, he used old-fashioned, or archaic, language to take the reader back in time. Below are some of the phrases from the passage that use outdated language or uncommon words. Using the context, circle the best meaning of the phrase.

1. "the sword slid very smoothly back again into that place where it had aforetime stood"
A. the sword slid smoothly into Arthur's hand
B. the sword went smoothly back into the anvil
C. the sword smoothly left Arthur's hand and stood by itself on its tip
2. "the people who were congregated at that place beheld this miracle"
A. Arthur's enemies didn't believe what they saw
B. the kings and dukes who had failed to pull the sword out
C. the crowd saw this amazing event
3. "swung it again, and again drave it back into the anvil"
A. swung the sword and then put it back into the anvil
B. swung the sword and sharpened it on the anvil
C. swung the sword and hit the anvil
4. "they wist not what to think or to say"
A. they were afraid to think or speak
B. they didn't know what to think or say
C. they didn't wait to think or say anything

5. "who can accredit such a thing that a beardless boy should be set before us all"
A. who can stop a boy from being king
B. who allowed a boy to try to be king
C. who can believe that a young boy can be king

## Part II. Vocabulary Match

Match each word in Column A with its meaning in Column B.

## Column A

1. $\qquad$ haft
2. $\qquad$ thrice
3. $\qquad$ vehemently
4. realm
5. $\qquad$ tumult
$\qquad$ perceived
6. $\qquad$ wrath
7. $\qquad$ multitude

## Column B

A. very strongly
B. became aware
C. sword handle
D. loud crowd noise
E. large number
F. kingdom
G. anger
H. three times

## Name:

$\qquad$

## The Story of King Arthur: Supporting Evidence

Below is one of the main ideas of the passage. Write three quotations from the passage that support this main idea.


Name: $\qquad$

## The Story of King Arthur and His Knights: What Do You Think?

In the passage some of the kings and dukes who saw Arthur pull the sword out of the marble cube and anvil still did not want him to be king. They thought he was too young and had too little experience. What do you think about young Arthur becoming king? Do you think he was too young to be king? Do you think a boy would make a good king in the time that Arthur lived? Why or why not?
$\qquad$

## King Arthur and His Knights: Word Search

Circle each word from the list in the puzzle. The words can go in any direction.


Q O T A L U B M A S W O R D C
I L Z E T I O R D S R A B W D
P U V Z D U K E S O Q S A B O
T H R I C E C T K H E D A R K
F I O R J K F H E B M P N I N
A R T H U R T T H D G U T V T S
O D U G U O R O Q K E G E A O K G L E F E A N V I L D O I E

C N R F I A J E T N R T D N U
D R Z O N L R R F G R T L N I
S T O N E O F O W P L E O B K
P M G W D P Q W H C L S C K K
L E F H D G I M T P E N A R M
Z S A R C H B I S H O P J U G

| ANVIL | ARTHUR | CROWD | KING | SWORD |
| :---: | :--- | :--- | :--- | :---: |
| ARCHBISHOP | BRITAIN | DUKES | STONE | THRICE |

## Reading Comprehension: Peter Pan

## Read the selection below, then answer the questions that follow.

The Mermaids' Lagoon: An Excerpt from Peter Pan by J.M. Barrie



If you shut your eyes and are a lucky one, you may see at times a shapeless pool of lovely pale colors suspended in the darkness; then if you squeeze your eyes tighter, the pool begins to take shape, and the colors become so vivid that with another squeeze they must go on fire. But just before they go on fire you see the lagoon. This is the nearest you ever get to it on the mainland, just one heavenly moment; if there could be two moments you might see the surf and hear the mermaids singing.

The children often spent long summer days on this lagoon, swimming or floating most of the time, playing the mermaid games in the water, and so forth. You must not think from this that the mermaids were on friendly terms with them: on the contrary, it was among Wendy's lasting regrets that all the time she was on the island she never had a civil word from one of them. When she stole softly to the edge of the lagoon she might see them by the score, especially on Marooners' Rock, where they loved to bask, combing out their hair in a lazy way that quite irritated her; or she might even swim, on tiptoe as it were, to within a yard of them, but then they saw her and dived, probably splashing her with their tails, not by accident, but intentionally.

They treated all the boys in the same way, except of course Peter, who chatted with them on Marooners' Rock by the hour, and sat on their tails when they got cheeky. He gave Wendy one of their combs.

The most haunting time at which to see them is at the turn of the moon, when they utter strange wailing cries; but the lagoon is dangerous for mortals then, and until the evening of which we have now to tell, Wendy had never seen the lagoon by moonlight, less from fear, for of course Peter would have accompanied her, than because she had strict rules about everyone being in bed by seven. She was often at the lagoon, however, on sunny days after rain, when the mermaids come up in extraordinary numbers to play with their bubbles. The bubbles of many colors made in rainbow water they treat as balls, hitting them gaily from one to another with their tails, and trying to keep them in the rainbow till they burst. The goals are at each end of the rainbow, and the keepers only are allowed to use their hands. Sometimes a dozen of these games will be going on in the lagoon at a time, and it is quite a pretty sight.

1. List three or more things that the mermaids do in the lagoon.
2. Match each word to its meaning.
vivid opposite
contrary make a sound with one's voice
bask intensely bright
utter lie exposed to warmth and light
3. What did the author mean when he wrote, "You must not think from this that the mermaids were on friendly terms" with the children? Provide an example from the text that supports your answer.

Name:

# Through the Looking-Glass 

Lewis Carroll wrote Through the Looking-Glass in 1871. It continues the story of the English girl Alice that Carroll frist wrote about in Alice's Adventures in Wonderland.

In the passage below, Alice has gone through a looking-glass, or mirror, into another wonderland. Sbe is in a garden where she has discovered flowers that can talk.

## Chapter II. The Garden of Live Flowers


lice didn't like being criticized, so she began asking c) questions. "Aren't you sometimes frightened at being planted out here, with nobody to take care of you?"
'There's the tree in the middle,' said the Rose: 'what else is it good for?"
"But what could it do, if any danger came?" Alice asked.
"It says 'Bough-wough!"' cried a Daisy: "that's why its branches are called boughs!"
"Didn't you know THAT?" cried another Daisy, and here they all began shouting together, till the air seemed quite full of little shrill voices. "Silence, every one of youl" cried the Tiger-lily, waving itself passionately from side to side, and trembling with excitement. "They know I can't get at them!" it panted, bending its quivering head towards Alice, "or they wouldn't dare to do it!"
"Never mind!" Alice said in a soothing tone, and stooping down to the daisies, who were just beginning again, she whispered, "If you don't hold your tongues, I'll pick youl"

There was silence in a moment, and several of the pink daisies turned white.
"That's right|" said the Tiger-lily. "The daisies are worst of all. When one speaks, they all begin together, and it's enough to make one wither to hear the way they go onl"
"How is it you can all talk so nicely?" Alice said, hoping to get it into a better temper by a compliment. "I've been in many gardens before, but none of the flowers could talk."
"Put your hand down, and feel the ground," said the Tiger-lily. "Then you'll know why."

Alice did so. "It's very hard," she said, "but I don't see what that has to do with it."

"In most gardens," the Tiger-lily said, "they make the beds too soft-so that the flowers are always asleep."

This sounded a very good reason, and Alice was quite pleased to know it. "I never thought of that before!" she said.
"It's MY opinion that you never think AT ALL," the Rose said in a rather severe tone.
"I never saw anybody that looked stupider," a Violet said, so suddenly, that Alice quite jumped; for it hadn't spoken before.
"Hold YOUR tongue!" cried the Tiger-lily. "As if YOU ever saw anybody! You keep your head under the leaves, and snore away there, till you know no more what's going on in the world, than if you were a bud!"
"Are there any more people in the garden besides me?" Alice said, not choosing to notice the Rose's last remark.
"There's one other flower in the garden that can move about like you," said the Rose. "I wonder how you do it-" ("You're always wondering," said the Tiger-lily), "but she's more bushy than you are."
"Is she like me?" Alice asked eagerly, for the thought crossed her mind, "There's another little girl in the garden, somewhere!"
"Well, she has the same awkward shape as you," the Rose said, "but she's redder-and her petals are shorter, I think."
"Her petals are done up close, almost like a dahlia," the Tiger-lily interrupted: "not tumbled about anyhow, like yours."
"But that's not YOUR fault," the Rose added kindly: "you're beginning to fade, you know-and then one can't help one's petals getting a little untidy."

Alice didn't like this idea at all: so, to change the subject, she asked "Does she ever come out here?"
"I daresay you'll see her soon," said the Rose. "She's one of the thorny kind."

Name: $\qquad$

## Through the Looking-Glass: Do You Understand?

## Part I. Short Answer

Answer each question below.

1. Who protects the flowers?
2. Why did some of the daisies turn white?
3. Why could these flowers talk, and flowers in other gardens can't talk?
4. Who told Alice she looked stupid?
5. What do the flowers mean when they talk about Alice's petals?

## Part II. Order of Events

Place the following actions in the story in the correct order by writing 1 in front of the first thing that happened, 2 in front of the second thing that happened, and so on.
A. $\qquad$ The Tiger-Lily told Alice to feel the ground.
B. $\qquad$ The daisies all talked at once.
C. $\qquad$ The Rose tells Alice there's another person in the garden.
D. $\qquad$ Alice asks who protects the flowers
E. $\qquad$ The Rose tells Alice that she's beginning to fade.

Name: $\qquad$

## Vocabulary in Through the Looking-Glass I. Vocabulary Match

Match each word in Column A with its meaning in Column B

Column A

1. $\qquad$ boughs

## Column B

A. dry up or shrivel
B. shaking
C. clumsy or not graceful
D. comment or announcement
E. large branch on a tree
F. calming
G. think or suppose
H. high sound or voice

Part II. What Does It Mean? Below are some unusual phrases from the passage. Circle the letter of the correct meaning of the underlined phrase.

1. "Bough-wough!"
A. bowing
B. bow-wow
C. boo-hoo
2. "hold your tongues"
A. whistle
B. talk to each other
C. be quiet
3. "the way they go on"
A. continuously talk; chatter constantly
B. say mean things; insult
C. sing badly
4. "a better temper"
A. stronger anger
B. more pleasant mood
C. stonger; healthier
5. "for the thought crossed her mind"
A. came to her
B. was scary to her
C. made her angry

Name: $\qquad$

## Through the Looking-Glass: Find the Supporting Evidence

Below is one of the main ideas of the passage. Write three quotations from the passage that support this main idea.


Name: $\qquad$

## Through the Looking-Glass: What Would You Ask?

Alice is surprised that she is able to speak with the flowers in the garden. She finds out some surprising things about the flowers, and they showed that they all had interesting personalities. If you were able to speak with a plant, what plant would it be? What you want to know about it? What questions would you ask? What kind of personality do you think this plant would have?

## Through the Looking-Glass Word Search

Circle each word from the list in the puzzle. The words can go in any direction.

PE

| səum <br> әлош OMң łeedəy <br>  ц！eчэ e u！бu！̣！ риәңə』d pue ॥ем ә૫ł uo әכeds Kıdme ue pu！－ म！S IIPM | －әбิиәюецэ рәрре ие <br>  osod Kqeg Kddeh |  dоч е рре әбиәюецо <br>  моq｜ə əฺ！soddo ano <br>  sıs！Mı әәия पढ！！ 0 OL | ¡əәן <br> ano人 әлош noर se ұuout и！sume anoर әsop＞ uәdo $\perp$ e mul 이 Op！s <br>  Idәэхә ૪эセ！Gu！dun！ ןешои e әу！！әuо口 syכer KIJ OL | spunod 8 łsex jo spuooes OL улом ұо spuojes 0Z şenbs duñ ełeqe＿ | SMOq｜ə 」no人 uo seauy anoर әэuejeq 8 рјемıод иеә＇punod 6 ә૫ł uo spuey anoरind ¡əбиә॥ецэ е s，әдән osod әueג | ＇sam！ <br>  yoeq spuey anoर y｜eM ＇ueusedns e әұə｜duo <br>  <br>  <br>  имор spuey anok 기른 uemaths имод РІ्ल |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| uo！！！sod dnusnd outu yoeq dun！pue uo！！！sod 6umpenbs e ołu！pıemio <br>  dn－ysnd e u！pets soodang \＃IEH OL | səu！！ <br> OL Jeadəy＇spuojes <br>  е би！̣шоләд иәчм <br>  әлош uo！！！！sod yue｜d ul syכer r्रueld | ＇Бәן чэеә ио səแ！！ OL łeedəy＇ues noर se ә૫ई и！ұәәш әәич みə pue spuey dno К әлеч рие реәу лnoк ләло spuey 6uй sәәuy ләмоd | чэеә uo Ol od＇yound yoou－ssodo e प！！M ә6un！әp！s e ә્əə｜dшoう уоО e ч！！м se6un7 or | łenbs pue มə $\operatorname{dnox}$ ot <br>  <br>  sdołs ə甲झnus $\downarrow$ ә犭ед łenbs əן |  | 7ч6！ <br> səən｜6 ．nno人 6u！ppou ә！чм имор рие dn шәчł ХО！ s6əə યnox 6uldəəy ＇чэewoits anoर uo ə！ 7 syग！ |
|  әب！ <br>  ч！！М Кpoq anoर ssoove <br>  <br>  <br>  | łeada」 pue lsoy dełs e ax！ll ino peads s6ิן pue suue anoर प！ıM dn dume sdunf dets ol | eadaл pue 1 sə」 spuoves $0 \varepsilon$ dol plOH <br> Osod łenbs ！ $\mathrm{Kon}^{2}$ | 6ө みә әપヌ ио јеәдәу＇рдеміо бә <br>  ade noर se＇łenbs <br>  syગリํㅣ Jenbs OL | lsəuว ot səəuy－ łəә！$\ddagger$ no pue u！ sıəqu！！｜u！̣ełunou－ ：цวセә <br>  ınoर дəpun sejeןd ıəded Y！！M uo！！！！sod yue｜d ul <br>  |  <br>  <br>  <br>  ＇әш！！чгеә s6ิə યnoर doss！os＇dun！noर s $\forall$ syכer дossị． | syo！y yoeq OL syग̣ syכ！ $\boldsymbol{x}$ әp！s 01 K！！Хэ！ |
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| łeedəy＇spuooes 0ع <br>  asod Ilop反ey | ＇имор <br> уэед дәмо pue s｜әәц <br>  <br>  <br>  səןos pue ұuәq seәuy』noर чוְM имор sdn－u！ |  sdn $1!5$ OL seyoundo Ol spuoses OL yueld әбиәןгчว ә．оэ |  <br>  ฉnoч！！м әoł યno人 чэno」 <br>  <br>  <br>  әכuejeg | sdn－dəみS OL （sume yıoq әsn）səyэund 6uixog OL s．equ！！ adod dunr OL Keq o！psej | sdn－ys or sdnusnd ol sluudds puozes ol sdun！peoaq ol stenbs ol sןenaəəul ssout！ | łeədəy <br> ＇spuojos $0 \varepsilon$ лод uev noर se yb̄！u se dunr dunf ןеэ！！ |

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