At Home Activities and Resources for Families (English Language Development)

Greetings dear parent/guardian. Thank you for supporting your child’s learning at home. The resources provided in this packet will provide your child with additional opportunities to practice English language development skills through different vocabulary, grammar, and reading skills.

Each packet has stories to read in English with questions and vocabulary activities. You do not need to print any activities as responses can be written on a separate sheet of paper.

Thank you again for your enthusiasm and willingness to do activities with your child at home.

Actividades en el hogar y recursos para familias (Desarrollo del idioma inglés)

Saludos querido padre/tutor. Gracias por apoyar el aprendizaje de su hijo en casa. Los recursos en este paquete le brindarán a su hijo oportunidades para practicar su desarrollo del inglés a través de diferentes actividades de vocabulario, gramática y lectura.

Cada paquete tiene historias para leer en inglés con preguntas y actividades de vocabulario. No necesita imprimir ninguna actividad, ya que las respuestas pueden escribirse en una hoja de papel por separado.

Gracias nuevamente por su entusiasmo en completar las actividades con su hijo en casa.
Familiar Places

By Elizabeth Boylan
Learn Key Vocabulary

Study the Words Use the steps below.

1. Pronounce the word. Say it aloud several times. Spell it.
2. Rate your word knowledge.
3. Study the example. Tell more about the word.
4. Practice it. Make the word your own.

Key Words

agree (ə-gree) verb

- When you agree with someone, you have the same ideas.
- A handshake shows that people agree to something.
- Antonyms: disagree

community (ku-mi-ə-tee) noun

- A community is a place where people live, work, and carry out their daily lives. This community has an outdoor market.
- Synonyms: neighborhood, town

familiar (fu-nul-yər) adjective

- Something that is familiar is already known. The man was happy to see a familiar face at the party.
- Antonym: unfamiliar

festival (fes-tə-vəl) noun

- A festival is a special event or party. Dancers perform at the festival.
- Synonyms: celebration, fiesta

native (nà-tiv) adjective

- Something that belongs to you because of where you were born is native to you. People wave flags from their native countries.

neighborhood (nà-bur-hood) noun

- A neighborhood is a place where people live and work together. This neighborhood is in Boston.
- Synonym: community

population (pəb-ˈpyə-lə-ʃən) noun

- Population means the number of people who live somewhere. Many people live in New York City. It has a large population.

tradition (trə-dishən) noun

- A tradition is an activity or belief that people share for many years. It is a tradition for this family to celebrate Kwanzaa every December.
- Synonym: custom

Practice the Words Work with a partner. Write a question using one or two Key Words. Answer your partner’s question. Use at least one Key Word in your answer. Take turns until you have used all the Key Words twice.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have any traditions in your community?</td>
<td>Yes, we have a festival every spring.</td>
</tr>
</tbody>
</table>
Familiar Foods

Ethiopian Restaurants

Ethiopian cuisine is known for its unique flavors and dishes. One of the most popular dishes is Injera, a type of flatbread made from teff, an ancient grain that is native to Ethiopia. Injera is used as a utensil to scoop up the other dishes, which include stews, lentils, and various vegetables.

Another popular dish is Kibbeh, which is made from bulgur wheat and vegetables, and is often served with a spicy sauce. Berbere is a common spice blend used in many Ethiopian dishes, adding a punch of flavor to the food.

Ethiopian restaurants often offer communal dining experiences, where dishes are shared among friends and family. This creates a warm and inviting atmosphere, where people can enjoy the food and each other's company.

In addition to the food, Ethiopian restaurants also offer a unique cultural experience. The music, decoration, and service all contribute to the overall atmosphere, making it a truly memorable dining experience.

Ethiopian cuisine is not just about the food, but also about the people who prepare and enjoy it. The recipes and ingredients are often passed down through generations, creating a deep sense of history and tradition.

Overall, Ethiopian restaurants are a wonderful place to experience a new culinary adventure, where the food and culture are just as delicious as the atmosphere.

Familiar Foods

Ethiopian Restaurants
## Familiar Places: Key Vocabulary

### A. Study each word. Circle a number to rate how well you know it. Then complete the chart.

<table>
<thead>
<tr>
<th>Key Words</th>
<th>Check Understanding</th>
<th>Deepen Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(u-grē) verb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rating: 1 2 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ to be excited</td>
<td>Example:</td>
</tr>
<tr>
<td></td>
<td>□ to have the same ideas</td>
<td></td>
</tr>
<tr>
<td>community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ku-myū-nu-tē) noun</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rating: 1 2 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ a place where people live and work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ a store where people buy things</td>
<td></td>
</tr>
<tr>
<td>familiar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(fu-nil-yur) adjective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rating: 1 2 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ already known</td>
<td>Example:</td>
</tr>
<tr>
<td></td>
<td>□ strange or extraordinary</td>
<td></td>
</tr>
<tr>
<td>festival</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(fes-tu-vul) noun</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rating: 1 2 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ a competition or sporting event</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ a special event or party</td>
<td></td>
</tr>
</tbody>
</table>

The population of a city is divided into many different communities.
**Did You Know?**

The word *tradition* comes from an Old French word that means "surrender" or "handing down."

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<tr>
<th>Key Words</th>
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</thead>
<tbody>
<tr>
<td><strong>native</strong> (nā-tiv) <em>adjective</em></td>
<td></td>
<td>Example:</td>
</tr>
<tr>
<td><strong>neighborhood</strong> (nā-bur-hood) <em>noun</em></td>
<td></td>
<td>Example:</td>
</tr>
<tr>
<td><strong>population</strong> (pah-pyu-lā-shun) <em>noun</em></td>
<td></td>
<td>Example:</td>
</tr>
<tr>
<td><strong>tradition</strong> (tru-di-shun) <em>noun</em></td>
<td></td>
<td>Example:</td>
</tr>
</tbody>
</table>

**Rating: 1 2 3**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>something that you don't understand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>something you know well because of where you were born</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the area in which people live</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a single building</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the number of tall buildings in a city</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the number of people who live somewhere</td>
<td></td>
<td></td>
</tr>
<tr>
<td>an activity people share for many years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a person's favorite food</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Use one Key Vocabulary word to write about a celebration that you share with your family, friends, or the people in your community.
Familiar Places

A. Read the paragraph.
Write a Key Vocabulary word in each blank.
Reread the paragraph to make sure the words make sense.

Everyone ___________ that it is important to live in a comfortable place with ___________ things.

People want to feel a sense of ___________ in their ___________. The ___________ of a place may
change, but if people preserve the ___________ from their ___________ lands, they will always feel
at home. One way to make people feel welcome is to have a ___________ or celebration.

B. Write complete sentences to answer these questions about “Familiar Places.”

1. How can sharing traditions help bring people together?

________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________

2. What food, clothing, and music would make you feel more comfortable in a new place?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Familiar Places: Academic Vocabulary Review

A. Draw a line to match each Academic Vocabulary word with its meaning.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>compare</td>
<td>someone who comes to live in a new country</td>
</tr>
<tr>
<td>context</td>
<td>to think about how two things are alike and different</td>
</tr>
<tr>
<td>immigrant</td>
<td>the subject of a piece of writing or a discussion</td>
</tr>
<tr>
<td>topic</td>
<td>the parts nearby that help explain the meaning of a word</td>
</tr>
</tbody>
</table>

B. Read each statement. Circle Yes or No to answer.

1. Context helps you understand what a new word means.  Yes  No
2. An immigrant can only visit a new country for a short time.  Yes  No
3. When you compare, you look at what is the same and different.  Yes  No
4. The topic of a discussion is its subject.  Yes  No

C. Use at least one of the Academic Vocabulary words. Write about a time you visited a new place and found something familiar.

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The Secret Water

By Daphne Liu
# Learn Key Vocabulary

**Study the Words** Use the steps below.

1. Pronounce the word. Say it aloud several times. Spell it.
2. Rate your word knowledge.
3. Study the example.
4. Practice it. Make the word your own.

## Key Words

<table>
<thead>
<tr>
<th><strong>available</strong> (u-və-lu-bal) adjective</th>
<th><strong>perfect</strong> (pur-fik) adjective</th>
<th><strong>plan</strong> (plan) noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>page 78</td>
<td>page 78</td>
<td>page 82</td>
</tr>
</tbody>
</table>

**available**

When something is available, it is here and ready for use. Fresh fruit is available in the summer. *Antonym: unavailable*

**perfect**

Something that is perfect is just right. This girl makes a perfect dive into the water. *Antonyms: wrong, bad*

**plan**

A plan is an idea about how to do something. Drawings show the plans for building a new house. *Synonym: blueprint*

<table>
<thead>
<tr>
<th><strong>problem</strong> (prah-blum) noun</th>
<th><strong>secret</strong> (sè-krut) adjective, noun</th>
<th><strong>statue</strong> (sta-chi) noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>page 82</td>
<td>page 80</td>
<td>page 82</td>
</tr>
</tbody>
</table>

**problem**

A problem is something that is wrong. A problem needs to be solved or fixed. This driver has a problem. His truck is stuck in the mud. *Antonym: solution*

**secret**

1 adjective Something that is secret is hidden from others. 2 noun A secret is something you hide from others. Can you keep a secret? *Synonym: private (adjective)*

**statue**

A statue is a model of a person or thing. This statue shows Abraham Lincoln.

<table>
<thead>
<tr>
<th><strong>village</strong> (vi-lj) noun</th>
<th><strong>worry</strong> (wur-ë) verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>page 78</td>
<td>page 80</td>
</tr>
</tbody>
</table>

**village**

A village is a very small town. Not many people live in this farming village.

**worry**

To worry about something means to feel unhappy and afraid about what may happen. People often worry when they are late. *Antonym: relax*

---

**Rating Scale**

1 = I have never seen this word before.
2 = I am not sure of the word's meaning.
3 = I know this word and can teach the word's meaning to someone else.

---

**Practice the Words** Make a Vocabulary Example Chart for each Key Word. Then compare your charts with a partner's.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Example from My Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>perfect</td>
<td>just right</td>
<td>100% on my math test</td>
</tr>
</tbody>
</table>

Vocabulary Example Chart
SECRET WATER

THE

Legend: it is a very old story, written down.

The story: it is about a young boy who Saúde a problem.

The problem is when the boy eats too much food, he gets sick.

The solution: the boy eats less food and gets better.

The conclusion: the boy learns the lesson and stays healthy.

The lesson: moderation is key.
## The Secret Water: Key Vocabulary

A. Study each word. Circle a number to rate how well you know it. Then complete the chart.

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I have never seen this word before.</td>
<td>I am not sure of the word's meaning.</td>
<td>I know this word and can teach the word's meaning to someone else.</td>
</tr>
</tbody>
</table>

### Key Words

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Rating: 1 2 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>available</strong>&lt;br&gt;(u-vā-lu-bul)</td>
<td>adjective</td>
<td></td>
</tr>
<tr>
<td>2. <strong>perfect</strong>&lt;br&gt;(pur-flikt)</td>
<td>adjective</td>
<td></td>
</tr>
<tr>
<td>3. <strong>plan</strong>&lt;br&gt;(plan)</td>
<td>noun</td>
<td></td>
</tr>
<tr>
<td>4. <strong>problem</strong>&lt;br&gt;(prah-blum)</td>
<td>noun</td>
<td></td>
</tr>
</tbody>
</table>

### Check Understanding

- [ ] extremely large
- [ ] ready to use
- [ ] just right
- [ ] needing improvement
- [ ] an idea about how to do something
- [ ] a mistake or error
- [ ] a long story that is told more than once
- [ ] something that needs to be solved

### Deepen Understanding

List other words that describe available:

List other words that describe perfect:

List other words that describe plan:

List other words that describe problem:
<table>
<thead>
<tr>
<th>Key Words</th>
<th>Check Understanding</th>
<th>Deepen Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 secret</td>
<td></td>
<td>List other words that describe secret: ____________</td>
</tr>
<tr>
<td>(sē-krut) adjective</td>
<td>□ hidden from others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ announced by a teacher</td>
<td></td>
</tr>
<tr>
<td>Rating:  1 2 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 statue</td>
<td></td>
<td>List other words that describe statue: ____________</td>
</tr>
<tr>
<td>(sta-chü) noun</td>
<td>□ a famous painting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ a model of a person or thing</td>
<td></td>
</tr>
<tr>
<td>Rating:  1 2 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 village</td>
<td></td>
<td>List other words that describe village: ____________</td>
</tr>
<tr>
<td>(vi-lij) noun</td>
<td>□ a very small town</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ a city near the sea</td>
<td></td>
</tr>
<tr>
<td>Rating:  1 2 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 worry</td>
<td></td>
<td>List other words that describe worry: ____________</td>
</tr>
<tr>
<td>(wur-ē) verb</td>
<td>□ to celebrate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ to feel afraid about what may happen</td>
<td></td>
</tr>
<tr>
<td>Rating:  1 2 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Use at least two Key Vocabulary words. Write about a time when you overcame a challenge.

_________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________
The Secret Water

A. Read the paragraphs. Write a Key Vocabulary word in each blank. Reread the paragraphs to make sure the words make sense.

Shu Fa lived in a mountain ___________. Everyone had to walk a long distance for water. One day Shu Fa picked a turnip that looked ___________ for lunch, and water poured from the hole it left behind! Shu Fa thought this would solve the village's ___________. Now water would be ___________ for everyone. However, the Voice of the Mountain told Shu Fa she could not take the water or tell anyone about it. If she told anyone about the ___________ water, she would be punished.

Shu Fa ___________ about the people who worked hard to get water. When Shu Fa's uncle was hurt, she smashed the turnip to get the water. The Voice of the Mountain made her live in the river as punishment. Her uncle came up with a ___________. He carved a ___________ that looked just like Shu Fa. The Voice of the Mountain thought the statue was Shu Fa.

B. Write complete sentences to answer these questions about "The Secret Water."

1. How can you tell that the Voice of the Mountain is powerful?

2. What else could Shu Fa have done to trick the Voice of the Mountain?

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The Secret Water: Academic Vocabulary Review

A. Draw a line to match each Academic Vocabulary word with its meaning.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>category</td>
<td>to think about how two things are alike and different</td>
</tr>
<tr>
<td>compare</td>
<td>a group of related things that are put in a certain order</td>
</tr>
<tr>
<td>resource</td>
<td>a group of items that are related in some way</td>
</tr>
<tr>
<td>series</td>
<td>the subject of a piece of writing or of a discussion</td>
</tr>
<tr>
<td>topic</td>
<td>something that people need and use</td>
</tr>
</tbody>
</table>

B. Write an Academic Vocabulary word to complete each sentence.

1. Water is a _____________ all people need. We cannot live without water.

2. Our class watched a _____________ of six science videos about water.

3. We will _____________ what we learned on the videos with what we learned in class.

4. We grouped the different ways water is used and made a _____________ for each group.

5. Our class had many good discussions on the _____________ of water.

C. Choose two Academic Vocabulary words. Write a complete sentence using each word.
Irrigation

Pumps

By Sandra Postel
Irrigation Pumps CAN SAVE POOR FARMERS

One of the more useful tools ever developed for the world’s poor farmers is a device called a treadle pump.

The treadle pump looks and operates much like an exercise machine that you’d find in a gym. But the farmers who use these devices are not trying to lose pounds; they’re trying to gain them.

More than 850 million people in the world today are hungry most of the time. Oddly enough, many of these people live on farms. These farm families go hungry because they do not have the resources to make their land produce enough food to meet their needs.
For many of them, the missing resource is water. And that's where the treadle pump comes in.

Traveling through Bangladesh some years ago, I saw vast areas of brown, barren land. It was January, which is the dry season in this country. The amount of rainfall is not enough for farmers to grow crops. Without access to irrigation water, small farmers leave their land unplanted, which in turn leaves them hungry and poor.

But northeast of Dhaka, the fields were green and filled with activity. Men and women, children and parents, were operating treadle pumps.

The operator of the treadle pump pedals up and down on two poles called treads. This action sucks water up through a shallow well. The water then flows into an irrigation ditch that travels into the fields to water crops.

For a total investment of about $35, Bangladeshi farmers can irrigate half an acre (about 1.5 school gymnasiums) during the dry season. They can grow enough to support their families. They can also sell food at the market. The technology of a treadle pump is relatively simple and it does not cost very much money, making it "radically affordable" compared to other irrigation technologies.

Many small farms are owned by women. So the treadle pump can radically change the lives of women by providing an opportunity for them to run their small farms. To help poor women buy their own pumps, a nonprofit organization called KickStart established a Mobile Layaway program. This program allows women farmers to pay for a pump by sending small payments through their mobile phones. Paying a little bit at a time, many women are able to pay for a pump within ten weeks.

In March, 2012 U.S. Secretary of State Hillary Clinton presented KickStart with the first-ever Innovation Award for the Empowerment of Women and Girls. Secretary Clinton said, "If you just stop and think that 60 to 70 percent of the small-holder farmers in the world are women, this [project] has enormous potential."

People who use treadle pumps don't have to do the hard work of treadling forever. As they move up the income ladder, they can turn to a labor-saving irrigation system, perhaps powered by diesel or solar energy. With extra time, women may start a business. Girls will attend school. Unleashed from poverty and hunger, the entrepreneurial spirit will soar.

The power of a water pump—designed for its "radical affordability"—should not be underestimated.

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Key Vocabulary
- amount n., the total number, the quantity
- rainfall n., the total rain that comes down
- crops n., plants that farmers grow
- flow v., to reach a place

In Other Words
- comes in is important
- barren empty
- enormous potential many possibilities
- move up the income ladder make more money

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Read for Understanding

A. What kind of text is this? How do you know?

B. Write a sentence that tells the topic of the selection.

Reread and Summarize

C. On Practice Book pages 66–67, circle the 3–5 most important words in each section. Make notes about why you chose each word. Why is the word important?

1. Section 1: (paragraphs 1–4)

2. Section 2: (paragraphs 5–7)

3. Section 3: (paragraphs 8–10)

4. Section 4: (paragraphs 11–12)

D. Use your topic sentence from above and your notes to write a summary of the selection.
Reread and Analyze

E. Analyze how the author introduces the main idea.

1. Reread paragraph 1 on Practice Book page 66. What idea is introduced in this paragraph? Underline words and phrases to support your answer. Use evidence from the text to support your answer.

2. Reread another paragraph on Practice Book pages 66–67 and underline the sentence that introduces the main idea of that paragraph. Explain how you determined it was the main idea.

F. Analyze how the author explains the main idea.

1. Reread paragraphs 5–6 on Practice Book page 67. What more do these paragraphs tell you about the main idea? Underline the words and phrases that support your answer. Use evidence from the text to support your answer.

2. On Practice Book pages 66–67, underline other words and phrases that explain the main idea. Describe what more they tell about the main idea.
Discuss and Write

G. Synthesize your ideas about the main idea of the article.

1. With the class, discuss how the writer explained the main idea. List the explanations you discuss.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Choose one of the explanations that you listed. Write a paragraph about how the writer explained the main idea with it. Use the questions below to organize your thoughts.

• What explanation did the writer use?
• What did it explain about the main idea?
• How did it help you to better understand the main idea?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Connect with

H. Discuss the Guiding Question: How do we depend on Earth’s resources?

1. Why is water so important to these farmers?

________________________________________________________________________

2. Why must these farmers depend on an irrigation system rather than rainfall?

________________________________________________________________________

3. How do you think the lives of these farmers would change if more treadle pumps were available?

________________________________________________________________________
Build Background

Critical Viewing Guide

1. Take Notes
A. View the images. Take notes on at least three things that you learned.

1. Review your notes to help answer these questions.
   1. Write two sentences to explain what was in the images.

B. What was the most interesting thing you learned?

3. What did the images show about water? Write about the different ways you use this resource.
Learn Key Vocabulary

How Do We Use Water?: Key Vocabulary

A. Study each word. Circle a number to rate how well you know it. Then complete the chart.

<table>
<thead>
<tr>
<th>Key Words</th>
<th>Check Understanding</th>
<th>Deepen Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>alive</strong> (u-liv) <em>adjective</em></td>
<td>Something that is <strong>alive</strong> does not need food or water.</td>
<td>I can tell that a rock is not alive because</td>
</tr>
<tr>
<td>Rating: 1 2 3</td>
<td>Yes No</td>
<td></td>
</tr>
<tr>
<td><strong>amount</strong> (u-mount) <em>noun</em></td>
<td>You can determine the <strong>amount</strong> of money you need by reading the price tag.</td>
<td>I have the largest amount of homework for</td>
</tr>
<tr>
<td>Rating: 1 2 3</td>
<td>Yes No</td>
<td></td>
</tr>
<tr>
<td><strong>crop</strong> (krop) <em>noun</em></td>
<td>Corn is a type of <strong>crop</strong> grown in the United States.</td>
<td>To grow properly, crops need</td>
</tr>
<tr>
<td>Rating: 1 2 3</td>
<td>Yes No</td>
<td></td>
</tr>
<tr>
<td><strong>depend</strong> (di-pend) <em>verb</em></td>
<td>A soccer player can <strong>depend</strong> on her teammates.</td>
<td>A friend depends on you to be</td>
</tr>
<tr>
<td>Rating: 1 2 3</td>
<td>Yes No</td>
<td></td>
</tr>
</tbody>
</table>
B. Use one of the Key Vocabulary words to write about why water is important.
How Do We Use Water?

A. Read the paragraph.
Write a Key Vocabulary word in each blank.
Reread the paragraph to make sure the words make sense.

Every living thing on Earth needs water. If you look at a _________, you can see that Earth is mostly covered with water. People would not be ___________ without it. But what if we run out? Some years are dry. During those years, the ___________ of ___________ is very low. We must find ways to save this important ___________. Farmers cut back on water for ___________. Builders cut back on water used to make ___________ such as concrete. Can we ___________ on you to save water, too?

Saving water is a job for everyone.

B. Write complete sentences to answer these questions about “How Do We Use Water?”

1. Why is it important to protect fresh water resources?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

2. What could you do to reduce the amount of water you use?

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____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
How Do We Use Water?: Academic Vocabulary Review

A. Write a synonym for each Academic Vocabulary word. Choose from the words in the chart below.

<table>
<thead>
<tr>
<th>Word</th>
<th>Choose from these words</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. category</td>
<td>certain  group  alone</td>
<td></td>
</tr>
<tr>
<td>2. support</td>
<td>defend  target  break</td>
<td></td>
</tr>
<tr>
<td>3. specific</td>
<td>loose  detailed  about</td>
<td></td>
</tr>
<tr>
<td>4. topic</td>
<td>frame  plans  subject</td>
<td></td>
</tr>
</tbody>
</table>

B. Rewrite each sentence. Replace the underlined words with an Academic Vocabulary word.

1. Be **detailed** about the plans you make for the next meeting.

2. You should make a list of each **group** you want to discuss.

3. Rico and Jade **defend** the decision to make summer school longer.

4. Have you chosen a **subject** for your next science report?
Call Me Maria

By Judith Ortiz Cofer
My grandmother comes into the kitchen where I am sitting down at the table reading a magazine. It is a dark winter day. Rain and sleet have been predicted. Abuela shakes her head as she looks out the window of our basement apartment. All the feet that pass by are wearing boots. She pours herself a cup of coffee and sits down across from me. She sighs as if her heart is breaking. She shivers and pulls her sweater around her shoulders. Papi comes in whistling. It is his day off. He will spend it with friends he knew from when he was a boy in the barrio. They will go to the park, even if it’s raining or cold, and talk about the good times they had as children.

Abuela says, shivering, “Maria, let me tell you about my Island in the sun. The place where I was born. A paradise.”
Papi, frowning as he struggles to put on his boots, says, “I know, I know your paradise. I lived there once, remember? In San Juan, I couldn’t see the sun behind the buildings. I’ll take the island of Manhattan anytime, if what I want is a paradise made of concrete.”

Abuela, ignoring him, tapping my hand as she speaks.

I am trying to stay out of it, hiding behind my magazine: “Ay, bendita hija.

When I was growing up on my Island, everyone treated each other nicely, like family. We shared what we had, and if you were poor, your neighbors helped you. La familia, los amigos, el amor; that’s what mattered. People were not always angry; people were not cold like they are here in this cold place, these are cold people . . . the sun shines every day on my Island.”

In Other Words
the island of Manhattan New York City bendita hija blessed daughter La familia, los amigos, el amor Family, friends, love
Papi, sounding angry: “The familia on your Island made fun of me, called me el gringo because my Spanish sounded funny to their ears. They laughed when I complained that the mosquitoes were eating me alive. Fresh American blood, they joked, to fatten up our hungry bugs. I couldn’t wait to come home to my country where people understand what I say, and the mosquitoes treat everyone the same.”

Abuela, paying no attention to Papi, moving her chair closer to mine: “When I was your age on my Island there was no crime, no violence, no drugs. The children respected the adults. We obeyed the teachers, the priests, the Pope, the governor, and our parents. The sun shines every day. On my Island…”

Papi: “I once had my wallet stolen in the plaza of your pueblo, Señora. I used to watch the news in the bedroom, while everyone else sat hypnotized by the romantic telenovelas in the living room. On my screen was the same world I see on our TV here: drugs, guns, angry people, and violence. Only difference—the bad news was in Spanish.”

Abuela, not listening. Looking into her cup as if she were watching a movie: “The sun shines every day. On my Island…”

Papi, in a mocking tone of voice: “The sun shines every day, that’s true. While I was unhappy, missing my friends here, while I was lonely, the sun shone every day and it was 110 degrees in the shade.”

Abuela: “On my Island…”

Before she can finish her sentence, the lights flash on and off, and then we hear the gasping sounds of electrical things shutting down and darkness. A roll of thunder shakes the glass window. We hear the sound of feet running on the sidewalk above our heads. Abuela gets a candle from a kitchen drawer, places it on the table, and lights it. There is another roll of thunder and the sound of pouring rain. I hear Papi opening the pantry door to get his flashlight. The telephone begins to ring. I run to get it, grateful that it has interrupted a culture clash I have been hearing all of my life. It is the old battle between Island Puerto Rican and mainland Puerto Rican. It is what finally drove my parents apart.

On the telephone, I hear Doña Segura’s shaky voice asking me in Spanish if Papi can come see about a smell like gas in her apartment. Everyone else is away for the day. She is blind. She does not even know that it is dark. Abuela nods. I know she will go stay with Doña Segura.

Papi, already dressed for his day of freedom, listens to me tell Doña Segura that she will be right up. I look at my father by the light of the candle. Both of us sigh in unison, a big, deep, melodramatic, Puerto Rican sigh. Abuela’s candle is blown out by our breath. Then there is the sound of three people laughing together in the dark.

Key Vocabulary

- **understand** v., to know
- **culture** n., the ideas and way of life for a group of people

In Other Words

- **el gringo** American
- **plaza of your pueblo** area in front of your house
- **telenovelas** soap operas; TV shows in unison at the same time
Read for Understanding
A. What kind of text is this? How do you know?

B. Write a sentence that tells the topic of the selection.

Reread and Summarize
C. On Practice Book pages 30–33, circle the 3–5 most important words in each section. Make notes about why you chose each word. Why is the word important in the section?

1. Section 1: (paragraphs 1–3)

2. Section 2: (paragraphs 4–6)

3. Section 3: (paragraphs 7–11)

4. Section 4: (paragraphs 12–14)

D. Use your topic sentence from above and your notes to write a summary of the selection.
E. Analyze the pictures you form in your mind as you read.

1. Reread paragraph 5 on Practice Book page 31. What pictures do these words form in your mind? How do they help you understand the text? The illustrator, Oscar Ortiz, is from Puerto Rico. How do you think his background helped him visualize the story? Underline words and phrases to support your answers. Use evidence from the text to support your answer.

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

2. Underline other words on Practice Book pages 30–33 that help you visualize Abuela’s Puerto Rico. Explain what pictures these words form in your mind.

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

F. Analyze how the pictures you form in your mind create emotional responses.

1. Reread paragraph 6 on Practice Book page 32. What pictures did you form in your mind as you read? Which words in the text bring those pictures to your mind? How do those pictures make you feel? Underline the words and phrases that support your answer. Use evidence from the text to support your answer.

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

2. On Practice Book pages 30–33, underline other words and phrases that help you visualize Papi’s Puerto Rico. Explain how the pictures you form in your mind make you feel.

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________
Reread and Analyze

G. Analyze the text by making inferences.

1. Reread paragraphs 7–8 on Practice Book page 32. Why is Abuela’s description of Puerto Rico different from Papi’s description of Puerto Rico? Underline words and phrases to support your answers. Use evidence from the text to support your answer.

2. Choose another paragraph on Practice Book pages 30–33 and make an inference to fill in missing information in the text. Explain how your inference helped you understand what you read.

H. Analyze the text by making inferences. Use what is in the text, what you already know, and what you have personally experienced.

1. Reread paragraph 10 on Practice Book page 32. How did you use your own experience to help you understand the text? How did you combine your experience with what you read to make an inference? What inference did you make? Underline the words and phrases that support your answer. Use evidence from the text to support your answer.

2. Choose another paragraph on Practice Book pages 30–33 and make an inference based on what you already know or what you have personally experienced. Explain how your inference helped you to understand what you read.
Discuss and Write

I. Synthesize your ideas about the passage based on what you visualized and inferred.

1. Discuss with your classmates how your visualizations and inferences added to your understanding of the text. Tell how the pictures you formed and the prior knowledge and experiences you used helped you understand Abuela and Papi’s disagreement.

2. Write a paragraph comparing and contrasting what you visualized when you read the two descriptions of Puerto Rico. Then make inferences about how the characters feel about Puerto Rico and why their ideas of the same place are different. Use the questions below to organize your thoughts.
   - What do you visualize when you read each description of Puerto Rico?
   - From the text, what can you infer about each character’s feelings about Puerto Rico?
   - Why are their memories and feelings about Puerto Rico so different? Make an inference.

Connect with

J. Discuss the Guiding Question: What defines home?

1. How does Abuela define her home in Puerto Rico?

2. How do you think Papi would define home?