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.

### The Road Not Taken

By Robert Frost

#### **Close Reading**

## The Road Not Taken

by Robert Frost

Two roads **diverged** in a yellow wood, And sorry I could not travel both And be one traveler, long I stood And looked down one as far as I could

5 To where it bent in the undergrowth;

Then took the other, as just as fair, And having perhaps the better claim Because it was grassy and wanted wear, Though as for that the passing there

10 Had worn them really about the same,

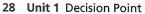
And both that morning equally lay In leaves no step had trodden black. Oh, I marked the first for another day! Yet knowing how way leads on to way

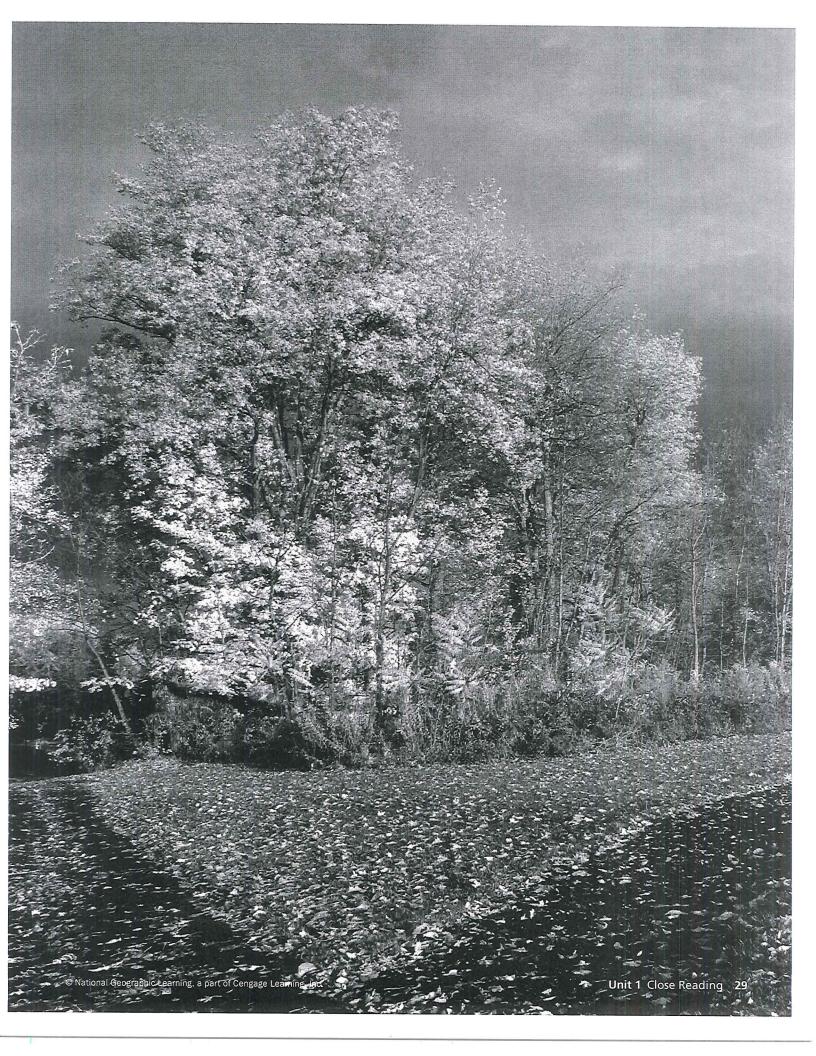
15 I doubted if I should ever come back.

I shall be telling this with a sigh Somewhere ages and ages hence: Two roads diverged in a wood, and I, I took the one less traveled by,

20 And that has made all the difference.

In Other Words
diverged split
claim look
hence in the future





Close	Reading,	continued
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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 poem.

#### Reread and Summarize

**C.** On **Practice Book** page 28, 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: (stanzas 1-2; lines 1-10)

2. Section 2: (stanzas 3-4; lines 11-20)

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

	Name
Reread and Analyze	

1. Reread the fourth stanza on Practice Book page 28. Think of a time when you made a difficult choice. How does this experience help you understand the poem? 2. Underline words or sentences on Practice Book page 28 that tell about the choice the poet made. Continue to make connections to your own choice. **F.** Make inferences about the poem. 1. Reread the fourth stanza on Practice Book page 28. Make an inference about how the poet feels about the choice he made. 2. On Practice Book page 28, underline parts of the poem that support your inference. Tell what personal knowledge helped you make this inference.

**E.** Make connections to the poem.

#### Close Reading, continued

Name	

#### Discuss and Write

- G. Synthesize your ideas about making connections and inferences.
  - 1. With the class, discuss how your connections and inferences added to your understanding of the poem. How did linking your experiences and things you know with the poem help you figure it out?

	The state of the s	

- 2. Write a paragraph about how your connections or inferences added to your understanding. Choose one connection or inference.
  - · What connection or inference did you make?
  - How did your connection or inference help you understand the poem?

#### Connect with GUIDING QUESTION

- H. Discuss the Guiding Question: How do decisions affect your identity?
  - 1. Based on the decisions the poet made, what kind of person do you think he is?
  - 2. What choice have you made that has affected your identity?

# Adventures Of Tom Sawyer

By Mark Twain

#### **Close Reading**

from the Adventures of

#### TOM SAWYER

BY MARK TWAIN

Tom began to think of the fun he had planned for this day, and his sorrows multiplied. Soon the free boys would come tripping along on all sorts of delicious expeditions, and they would make a world of fun of him for having to work—the very thought of it burnt him like fire. He got out his worldly wealth and examined it—bits of toys, marbles, and trash; enough to buy an exchange of work, maybe, but not half enough to buy so much as half an hour of pure freedom. So he returned his straitened means to his pocket, and gave up the idea of trying to buy the boys. At this dark and hopeless moment an inspiration burst upon him! Nothing less than a great, magnificent inspiration.

He took up his brush and went tranquilly to work. Ben Rogers hove in sight presently—the very boy, of all boys, whose ridicule he had been dreading. Ben's gait was the hopskip-and-jump—proof enough that his heart was light and his anticipations high. He was

Tom Sawyer ' "Well, I don't see why I oughtn't to like it." ' (Tom Sawyer Whitewashing the Fence by Norman Rockwell) The Adventures of Tom Sawyer; Twain, Mark; 1936



eating an apple, and giving a long, melodious whoop, at intervals, followed by a deep-toned ding-dong-dong, ding-dong-dong, for he was personating a steamboat. As he drew near, he slackened speed, took the middle of the street, leaned far over to starboard and rounded to ponderously and with laborious pomp and circumstance—for he was personating the Big Missouri, and considered himself to be drawing nine feet of water.

Tom went on whitewashing—paid no attention to the steamboat. Ben stared a moment and then said:

"Hi-yi! You're up a stump, ain't you?"

No answer. Tom surveyed his last touch with the eye of an artist, then he gave his brush another gentle sweep and surveyed the result, as before. Ben ranged up alongside of him. Tom's mouth watered for the apple, but he stuck to his work. Ben said:

- "Hello, old chap, you got to work, hey?"
- 7 Tom wheeled suddenly and said:
- "Why, it's you, Ben! I warn't noticing."

In Other Words
straitened means tiny amount
of treasure
up a stump, ain't you in trouble,
aren't you
I warn't noticing I didn't see you.

3

"Say—I'm going in a-swimming, I am. Don't you wish you could? But of course you'd **druther** work—wouldn't you? Course you would!"

Tom contemplated the boy a bit, and said:

"What do you call work?"

10

11

12

13

14

16

19

20

21

"Why, ain't that work?"

Tom resumed his whitewashing, and answered carelessly:

"Well, maybe it is, and maybe it ain't. All I know, is, it suits Tom Sawyer."

"Oh come, now, you don't mean to let on that you like it?"

The brush continued to move.

"Like it? Well, I don't see why I oughtn't to like it. Does a boy get a chance to whitewash a fence every day?"

"What do you call work?"

22

25

26

That put the thing in a new light. Ben stopped nibbling his apple. Tom swept his brush daintily back and forth—stepped back to note the effect—added a touch here and there—criticized the effect again—Ben watching every move and getting more and more interested, more and more absorbed. Presently he said:

"Say, Tom, let me whitewash a little."

Tom considered, was about to consent; but he altered his mind:

"No—no—I reckon it wouldn't hardly do, Ben. You see, Aunt Polly's awful particular about this fence—right here on the street, you know-but if it was the back fence I wouldn't

mind and she wouldn't. Yes, she's awful particular about this fence; it's got to be done very careful; I reckon there ain't one boy in a thousand, maybe two thousand, that can do it the way it's got to be done."

"Oh, shucks, I'll be just as careful. Now lemme try. Say—I'll give you the core of my apple."

"Well, here—No, Ben, now don't. I'm afeard—"

"I'll give you all of it!"

Tom gave up the brush with reluctance in his face, but alacrity in his heart. And while the late steamer Big Missouri worked

> and sweated in the sun, the retired artist sat on a barrel in the shade close by, dangled his legs, munched his apple, and planned the slaughter of more innocents.

There was no lack of material; boys happened along every little while; they came to jeer, but remained to whitewash. And when the middle of the afternoon came, from being a poor poverty-stricken boy in the morning, Tom was literally rolling in wealth.

Tom said to himself that it was not such a hollow world, after all. He had discovered a great law of human action, without knowing it—namely, that in order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to attain.

In Other Words druther prefer to That put the thing in a new light. That changed how Ben saw it. alacrity eagerness

Close	Reading,	continued
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Name
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#### Read for Understanding

A. From what kind of text is this passage taken? How do you know?

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

#### Reread and Summarize

**C.** On **Practice Book** pages 60–61, circle the 3–5 most important words in each section. Make notes about why you chose the word. Why is each word important?

1. Section 1: (paragraphs 1-8)

2. Section 2: (paragraphs 9-24)

3. Section 3: (paragraphs 25-26)

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

0	Reread and Analyze
E.	Analyze how the author uses dialogue to characterize Tom.
	1. Reread paragraph 21 on <b>Practice Book</b> page 61. What does the writer show you about Tom through this dialogue? Underline words and phrases to support your answers. Explain how the text evidence supports your answer.
	2. Underline another line of dialogue on <b>Practice Book</b> pages 60–61 that shows what Tom is like. Explain what it shows about Tom.
F.	Analyze how the author uses actions to characterize Tom.
	<ol> <li>Read the first sentence in paragraph 25 on <b>Practice Book</b> page 61. What does the writer show you about Tom through this action? Underline the words and phrases that support your answer. Explain how the text evidence supports your answer.</li> </ol>
	<ol> <li>In the Practice Book, underline other words about Tom's actions that show what he is like.</li> <li>Explain what it shows about Tom.</li> </ol>

#### Close Reading, continued

Name _	

#### Discuss and Write

G. Synthesize your ideas about how the author characterized Tom.

1. With the class, discuss how the writer showed Tom's characteristics. List the characteristics that

you discuss.

- 2. Choose one of the characteristics that you listed. Write a paragraph about how the writer showed the characteristic. Use the questions below to organize your thoughts.
  - What characteristic did the writer show?
  - · What dialogue supports this characteristic? Give 2 examples.
  - · What actions support this characteristic? Give 2 examples.
  - Was the writer's characterization convincing? Why?


#### Connect with GUIDING GUESTION

- **H.** Discuss the Guiding Question: What happens when people come face-to-face with a rival?
  - 1. Who are Tom's rivals in this text?
  - 2. How does he respond to the rivals?
  - 3. What is the writer's message about rivals?

## Speeches on the Little Rock Nine

By Dwight D. Eisenhower and Bill Clinton

#### **Close Reading**

### SPEECHES on the LITTLE ROCK NINE

by DWIGHT D. EISENHOWER & BILL CLINTON



Little Rock's Central High School, ready to learn. Prior to 1957, African American and white students attended separate schools. These nine students were part of an integration plan ordered by the U.S. Supreme Court. Outside the school, a mob of violent protesters gathered, threatening the students' safety. Two days later President Dwight D. Eisenhower sent U.S. Army troops to escort the students to school. To explain his actions to the nation, he gave the following address. Forty years later, the impact of this day is still felt. Bill Clinton tells the nation in 1997 that we've come a long way but still have a long way to go regarding racial harmony.

From President Dwight D. Eisenhower's Radio and TV Address to the Nation, September 24, 1957



Good Evening, My Fellow Citizens: For a few minutes this evening I want to speak to you about the serious situation that has arisen in Little Rock. To make this talk I have come to the President's office in the White House. I could have spoken from Rhode Island, where I have been staying recently, but I felt that, in speaking from the house of Lincoln, of Jackson and of Wilson, my words would better convey both the sadness I feel in the action I was compelled today to take and the firmness with which I intend to pursue this course until the

orders of the Federal Court at Little Rock can be executed without unlawful interference.

In that city, under the leadership of demagogic extremists, disorderly mobs have deliberately prevented the carrying out of proper orders from a Federal Court. Local authorities have not eliminated that violent opposition and, under the law, I yesterday issued a Proclamation calling upon the mob to disperse.

This morning the mob again gathered in front of the Central High School of Little Rock, obviously for the purpose of again preventing the carrying out of the Court's order relating to the admission of Negro children to that school.

Whenever normal agencies prove inadequate to the task and it becomes necessary for the Executive Branch of the Federal Government to use its powers and

Key Vocabulary

 leadership n., the ability to direct or guide other people In Other Words

demagogic extremists people who use emotion to promote unpopular ideas or actions deliberately purposefully

authority to uphold Federal Courts, the President's responsibility is inescapable. In accordance with that responsibility, I have today issued an Executive Order directing the use of troops under Federal authority to aid in the execution of Federal law at Little Rock, Arkansas. This became necessary when my Proclamation of yesterday was not observed, and the obstruction of justice still continues.

It is important that the reasons for my action be understood by all our citizens. As you know, the Supreme Court of the United States has decided that separate public educational facilities for the races are inherently unequal and therefore compulsory school

segregation laws are unconstitutional.

Our personal opinions about the decision have no bearing on the matter of enforcement; the

responsibility and authority of the Supreme Court to interpret the Constitution are very clear. Local Federal Courts were instructed by the Supreme Court to issue such orders and decrees as might be necessary to achieve admission to public schools without regard to race—and with all deliberate speed.

During the past several years, many communities in our Southern States have instituted public school plans for gradual progress in the enrollment and attendance of school children of all races in order to bring

of the land.

themselves into compliance with the law

They thus demonstrated to the world that we are a nation in which laws, not men, are supreme. I regret to say that this truth—the cornerstone of our liberties—was not observed in this instance ...

The interest of the nation in the proper fulfillment of the law's requirements cannot yield to opposition and demonstrations by some few persons. Mob rule cannot be allowed to override the decisions of our courts ...

And so, with deep confidence, I call upon the citizens of the State of Arkansas to assist in bringing to an immediate end all interference

> with the law and its processes. If resistance to the Federal Court orders ceases at once. the further presence of Federal troops will be unnecessary and the

City of Little Rock will return to its normal habits of peace and order and a blot upon the fair name and high honor of our nation in the world will be removed.

Thus will be restored the image of America and of all its parts as one nation, indivisible, with liberty and justice for all.

"... Southern States have instituted public school plans for gradual progress in the enrollment and attendance of school children of all races ..."

12

Key Vocabulary

- segregation n., the division of people into groups based on race
- peace n., agreement among people

In Other Words

In accordance with To go with facilities places compulsory required a blot upon the negativity on



From President Bill Clinton's Speech at Central High School Little Rock, Arkansas September 25, 1997



On this beautiful, sunshiny day, so many wonderful words have been spoken with so much conviction, I am reluctant to add to them. But I must ask you to remember once

more and to ask yourselves, what does what happened here 40 years ago mean today? What does it tell us, most importantly, about our children's tomorrows?

On September 4th, 1957, Elizabeth Eckford walked to this door for her first day of school, utterly alone. She was turned away by people who were afraid of change, instructed by ignorance, hating what they simply could not understand. And America saw her, haunted



and taunted for the simple color of her skin, and in the image we caught a very disturbing glimpse of ourselves. We saw not "one Nation under God, indivisible, with liberty and justice for all," but two Americas, divided and unequal ...

... Imagine, all of you, what it would be like to come to school one day and be shoved against lockers, tripped down stairways, taunted day after day by your classmates, to go all through school with no hope of going to a school play or being on a basketball team or learning in simple peace ...

Forty years later, what do you young people in this audience believe we have learned? Well, 40 years later, we know that we all benefit—all of us—when

we learn together, work together, and come together. That is, after all, what it means to be an American.

Forty years later, we know, notwithstanding some cynics, that all our children can learn, and this school proves it. Forty years later, we know when the constitutional rights of our citizens are threatened, the National Government must guarantee them. Talk is fine, but when they are threatened, you need strong laws faithfully enforced and upheld by independent courts.

Forty years later, we know there are still more doors to be opened, doors to be opened wider, doors we have to keep from being shut again now. Forty years later, we know freedom and equality cannot be realized without responsibility for self, family, and the duties of citizenship, or without a commitment to building a community of shared destiny and a genuine sense of belonging.

Forty years later, we know the question of

race is more complex and more important than ever, embracing no longer just blacks and whites, or blacks and whites and Hispanics and Native Americans, but now people from all parts of the Earth

coming here to redeem the promise of America.

Forty years later, frankly, we know we're bound to come back where we started. After all the weary years and silent tears, after all the stony roads and bitter rides, the question of race is, in the end, still an affair of the heart. But if these are our lessons, what do we have to do? First, we must all reconcile. Then we must all face the facts of today. And finally we must act.

Key Vocabulary

• equality n., having the same rights as other people

In Other Words

notwithstanding some cynics even though there are doubters redeem benefit from an affair of the heart an emotional issue reconcile be friends

"... Forty years later, we

know there are still more

doors to be opened ..."

20

#### Close Reading, continued Name \_\_\_ Read for Understanding A. What kind of texts are these? How do you know? **B.** Write a sentence that tells the topic of the selection. Reread and Summarize C. On Practice Book pages 92–95, 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 1–5) 2. Section 2: (paragraphs 6–12)

\_\_\_\_\_

4. Section 4: (paragraphs 16–20)

3. Section 3: (paragraphs 13-15)

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

0	Re	eread and Analyze
E.	An	nalyze how the speaker presents problems and solutions.
	1.	Reread paragraphs 3–5 on <b>Practice Book</b> page 92 What are the problems? What are the solutions? Underline your answers.
	2.	Underline phrases and sentences on <b>Practice Book</b> pages 92–95 that show problems and solutions. Explain how the solutions can remove the problems.
F.	An	alyze how there can be more than one solution to a problem.
	1.	Reread paragraph 6 on <b>Practice Book</b> page 93. What event happened? Why is this a problem? Then look for two different solutions in paragraphs 8 and 11. Underline those solutions.
	2.	Identify other solutions to the issue of segregation you notice on <b>Practice Book</b> pages 92–95. Explain how the solutions and problems are organized.

#### Close Reading, continued

Name
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#### Reread and Analyze

- G. Analyze how the speaker supports his solutions.
  - 1. Reread paragraphs 9 and 10 on **Practice Book** page 93. What reasons does Eisenhower give for his solution of sending troops to the school? What sentence did you think was most persuasive?

2. Identify the sentence on **Practice Book** pages 92–95 that you thought was especially persuasive. Tell why you thought it was convincing.

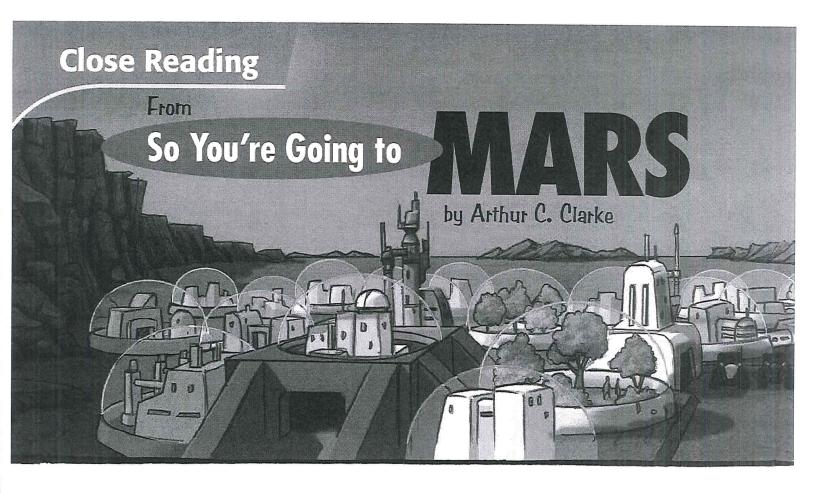
- **H.** Analyze how the speaker presents problems and solutions.
  - 1. President Bill Clinton's speech was given 40 years later. Reread paragraphs 18 and 19 on Practice Book page 95. What new problems related to race does he mention? Then reread paragraph 20. What solutions does Clinton suggest?

In the Practice Book, underline examples of problems Clinton mentions. Tell which part speaks to you effectively.

Discuss and Write						
ı.	Sy	Synthesize your ideas about problem-and-solution text structure.				
	1.	With the class, discuss how the speakers presented problems and solutions and used them to structure the text. Have students list examples as they discuss.				
	2.	Choose a paragraph from the text. Write a paragraph about how each speaker developed his ideas about problems and solutions. Use the questions below to organize your thoughts.				
		What is the problem? What is the solution?				
		<ul> <li>What sentences develop the speaker's ideas most effectively? Why?</li> </ul>				
<ul> <li>How does this paragraph help you understand ideas in the rest of the speech?</li> </ul>						
0	Co	onnect with Question				
J.	Di	scuss the Guiding Question: When can one individual make a difference?				
	1.	What did Eisenhower think about integration?				
	2.	How is that different from Clinton's attitude about integration?				
	3.	What sentences gave you clues about each president's attitude? Underline those sentences.				
	4.	How did each president suggest American citizens could make a difference?				

## So You're Going to Mars

By Arthur C. Clarke



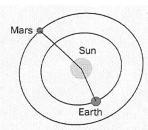
So you're going to Mars? That's still quite an adventure—though I suppose that in another ten years no one will think twice about it. Sometimes it's hard to remember that the first ships reached Mars scarcely more than half a century ago and that our colony on the planet is less than thirty years old. (By the way, don't use that word when you get there. Base, settlement, or whatever you like—but not colony, unless you want to hear the ice tinkling all around you.)

I suppose you've read all the forms and tourist literature they gave you at the Department of Extraterrestrial Affairs. But there's a lot you won't learn just by reading, so here are some pointers and background information that may make your trip more enjoyable. I won't say it's right up to date—things change so rapidly, and it's a year since I got back from Mars myself but on the whole you'll find it pretty reliable. ...

If you haven't booked your passage yet, remember that the cost of the ticket varies considerably according to the relative positions of Mars and Earth. That's a complication we don't have to worry about when we're travelling from country to country on our own globe, but Mars can be six times farther away at one time than at another. Oddly enough, the shortest trips are the most expensive since they involve the greatest changes of speed as you hop from one orbit to the other. And in space, speed, not

#### Science Background

Earth and Mars travel around the sun in different orbital paths. Mars's orbital path is about 1.5 times as long as Earth's, and the two planets will be at different points along their orbital paths at any given time. Therefore, the distance between Earth and Mars is constantly changing.





distance, is what costs money. ...

Now that we've brought up the subject of money, I'd better remind you that the Martian economy is quite different from all those on Earth. Down here, it doesn't cost you anything to breathe, even though you've got to pay to eat. But on Mars the very air has to be synthesized—they break down the oxides in the ground to do this—so every time you fill your lungs someone has to foot the bill. Food production is planned in the same way—each of the cities, remember, is a carefully balanced ecological system, like a well-organized aquarium. No parasites can be allowed, so everyone has to pay a basic tax which entitles them to air, food and the shelter of the domes.

The tax varies from city to city, but averages about ten Terradollars a day. Since everyone earns at least twenty times as much as this, they can all afford to go on breathing. ...

You'll land, of course, at Port Lowell: besides being the largest settlement on Mars it's still the only place that has the facilities for handling spaceships. From the air the plastic pressure domes look like a cluster of bubbles—a very pretty sight when the Sun catches them. Don't be alarmed if one of them is deflated. That doesn't mean that there's been an accident. The domes are let down at fairly frequent intervals so that the envelopes can be checked for leaks. If you're lucky you may see one being pumped up—it's quite impressive.

In Other Words oxides in the ground surface materials that contain oxygen foot the bill pay for it the envelopes the coverings of the domes



After two months in a spaceship, even Port Lowell will seem a mighty metropolis. (Actually, I believe its population is now well over twenty thousand.) You'll find the people energetic, inquisitive, forthright—and very friendly, unless they think you're trying to be superior.

It's a good working rule never to criticize anything you see on Mars. As I said before, they're very proud of their achievements and after all you are a guest, even if a paying one.

Port Lowell has practically everything you'll find in a city on Earth, though of course on a smaller scale. You'll come across many reminders of "home." For example, the main street in the city is Fifth Avenue—but surprisingly enough you'll find Piccadilly Circus where it crosses Broadway.

The port, like all the major settlements, lies in the dark belt of **vegetation** that roughly follows the equator and occupies about half the southern hemisphere. The northern hemisphere is almost all desert—the red oxides that give the planet its ruddy color. Some of these desert regions are very beautiful; they're far older than anything on the **surface** of our Earth, because there's been little weathering on Mars to wear down the rocks—at least since the seas dried up, more than 500 million years ago.

You shouldn't attempt to leave the city until you've become quite accustomed to living in an oxygen-rich, low-pressure atmosphere. You'll have grown fairly well acclimatized on the trip, because the air in the spaceship will have been slowly adjusted to conditions on Mars. Outside the domes, the pressure of the natural Martian atmosphere is about equal to that on the top of Mount Everest—and it contains practically no oxygen. So when you go out you'll have to wear a helmet, or travel in one of those pressurized jeeps they call "sand fleas."

Wearing a helmet, by the way, is nothing like the nuisance you'd expect it to be. The equipment is very light and compact and, as long as you don't do anything silly, is quite

foolproof. As it's very unlikely that you'll ever go out without an experienced guide, you'll have no need to worry.

Thanks to the low gravity, enough oxygen for twelve hours' normal working can be carried quite easily—and you'll never be away from shelter as long as that.

Don't attempt to imitate any of the locals you may see walking around without

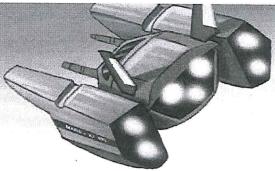
Key Vocabulary

- **surface** *n*., the outside, or top layer, of an object
- atmosphere n., air that surrounds the Earth

In Other Words

trying to be superior
acting like you are better than them
vegetation plants
fairly well acclimatized
ready to enter the atmosphere
of Mars
practically almost





oxygen gear. They're second-generation colonists and are used to the low pressure. They can't breathe the Martian atmosphere any more than you can, but like the old-time native pearl divers they can make one lungful last for several minutes when necessary. Even so, it's a silly sort of trick and they're not supposed to do it.

As you know, the other great obstacle to life on Mars is the low temperature. The highest thermometer reading ever recorded

is somewhere in the eighties, but that's quite exceptional. In the long winters, and during the night in summer or winter, it never rises

above freezing. And I believe the record low is minus one hundred and ninety!

Well, you won't be outdoors at night, and for the sort of excursions you'll be doing, all that's needed is a simple thermosuit. It's very light, and traps the body heat so effectively that no other source of warmth is needed.

No doubt you'll want to see as much of Mars as you can during your stay. There are only two methods of transport outside the cities-sand fleas for short ranges and aircraft for longer distances. Don't misunderstand me when I say "short ranges"—a sand flea with a full charge of power cells is good for a couple of thousand miles, and it can do eighty miles an hour over good ground. Mars could never have been explored without them. You can survey a planet from space, but in the end someone with a pick and shovel has to do the dirty work filling in the map.

One thing that few visitors realize is just how big Mars is. Although it seems small beside the Earth, its land area is almost as great because so much of our planet is covered with oceans. So it's hardly surprising that there

are vast regions that have never been properly explored, particularly around the poles. Those stubborn people who still believe that there was once an indigenous Martian civilization pin their hopes on these great blanks. Every so often you

hear rumors of some wonderful archaeological discovery in the wastelands, but nothing ever comes of it. ...

Well, that's all I've got to say, except to wish you a pleasant trip. Oh, there is one other thing. My boy collects stamps, and I rather let him down when I was on Mars. If you could drop me a few letters while you're there—there's no need to put anything in them if you're too busy—I'd be much obliged. He's trying to collect a set of space-mail covers postmarked from all the Martian Cities, and if you could help—thanks a lot!



In Other Words

"... you'll want

to see as much of

Mars as you can ...

excursions trips a pick and shovel tools to explore land surfaces poles points on opposite sides of the planet an indigenous a native

Close	Reading,	continued
		Continuca

0	Read for Understanding			
A.	From what kind of text is this passage taken? How do you know?			
В.	Write a sentence that tells the topic of the selection.			
0	Reread and Summarize			
C.	On <b>Practice Book</b> pages 128–131, 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 1–3)			
	2. Section 2: (paragraphs 4–5)			
	3. Section 3: (paragraphs 6–11)			
	4. Section 4: (paragraphs 12–17)			
D.	Use your topic sentence from above and your notes to write a summary of the selection.			

0	Reread and Analyze				
E.	Ma	Make inferences and provide support for those inferences.			
	1.	Reread paragraphs 1 and 2 on <b>Practice Book</b> page 128. When does this story take place, and what do you know about the narrator?			
	2.	Underline key words and phrases on <b>Practice Book</b> pages 128–131 that helped you answer these questions. Decide whether each piece of evidence or support is reliable.			
F.		ake another inference and provide supporting evidence.			
	1.	Reread paragraphs 4 and 8 on <b>Practice Book</b> pages 129 and 130. Are the colonists on Mars influenced by the society on Earth? Explain.			
		Underline support for your inference on <b>Practice Book</b> pages 128–131. Then tell what other prior knowledge or logic you used to make an inference.			

#### Close Reading, continued

#### Reread and Analyze

- G. Analyze the evidence you used and the inferences you made.
  - 1. Reread paragraphs 6 and 7 on **Practice Book** page 130. How would you describe the colonists on Mars?

2. What evidence on **Practice Book** pages 128–131 supports your answer? Decide whether this evidence provides strong support for your inference.

H. Make an inference and provide support for inferences.

1. Reread paragraphs 12 and 16 on **Practice Book** pages 130 and 131. What kind of people do you think come to Mars? What is one reason they come?

2. On **Practice Book** pages 130–131, underline evidence that supports your inference. Then share your ideas and evidence with a partner. Decide whether each other's inferences are supported.

D	iscuss and Write
S	ynthesize your ideas about making inferences.
1	. With the class, make inferences about the society and people on Mars. List inferences as you discuss them.
2.	Choose one of the inferences you made about the society or people on Mars. Write a paragraph about your inference and the evidence that supports it. Use the questions below to organize your thoughts.
	What inference did you make?
	What are two pieces of evidence?
	How strong is your supporting evidence?
	How did this inference help you understand the text?
Co	onnect with Question
Di	scuss the Guiding Question: How can your location affect the way you live?
1.	How is life on Mars different from life on Earth? Give two examples.
2.	Imagine you were traveling to Mars. Think about everyday things you do. How would that be
	different on Mars? What questions would you ask the narrator about life for you on Mars?

J.