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The Whys of Weather - Rain

by ReadWorks



The sky gets cloudy. Clouds get darker and darker. The sun disappears, and soon drops of water start falling from the sky. But have you ever wondered why? What makes the rain fall?

First, you have to understand condensation. On a hot day, have you ever had a glass of a cold drink and noticed the outside of the glass getting wet? How does this happen? There is water in the air that you cannot see. It's in the form of a gas called water vapor. The cool drink cools the air around the glass. This causes the water vapor around the glass to turn into liquid water on the glass. Little water droplets form and make the outside of the glass wet. This is an example of condensation. Condensation is the process by which water vapor in the air changes into liquid water.

There is always water vapor in the sky. After water vapor turns into liquid water, cloud droplets might form. This happens when the liquid water sticks to specks of dust, ice crystals, or even other liquid water droplets. Many cloud droplets form a cloud.

In the cloud, millions of cloud droplets make a raindrop. When raindrops become too heavy to stay up in the cloud, they fall to the ground as rain. Rain is a form of precipitation. Other forms of precipitation include snow and hail.

Name: _____ Date: _____

1. What is the process by which water vapor in the air changes into liquid water?

- A. liquidation
- B. perspiration
- C. condensation
- D. precipitation

2. Why does the author describe the condensation of water droplets on the outside of a cold glass?

- A. to explain how rain is different from snow
- B. to show how water evaporates into the air
- C. to give an example of how water is unpredictable
- D. to compare it to condensation of water in the sky

3. If water did not condense into clouds in the sky, which of the following statements would be true?

- A. It would not rain or snow.
- B. There would be no sunshine.
- C. It would rain all the time.
- D. There would be snow but not rain.

4. Read the following sentences:

"There is always water vapor in the sky. After water vapor turns into liquid water, cloud droplets might form. This happens when the liquid water sticks to specks of dust, ice crystals, or even other liquid water droplets. Many cloud droplets form a cloud."

Based on these sentences, what does the word "form" most nearly mean?

- A. to speed up
- B. to create
- C. to shape or structure
- D. to destroy

5. What is a main idea of this text?

- A. Condensation is a key part of the process that forms clouds.
- B. A cool drink cools the air around the glass, causing little water droplets to form outside of the glass.
- C. When raindrops become too heavy to stay up in the cloud, they fall to the ground as rain.
- D. There are different types of precipitation.

6. Why does condensation form on the outside of a drinking glass?

7. Why is condensation necessary for clouds to form? Use evidence in the text to support your answer.

8. Choose the answer that best completes the sentence.

_____ water vapor turns into liquid water, cloud droplets might form.

- A. Although
- B. Before
- C. After
- D. However

Name _____

Read the passage. Use the summarize strategy to make sure you understand what you read.

Otomo Otomo Spins Gold

13 It is not easy to be a Japanese gnome. Nothing in the world
25 is made to fit my size. That's one problem. Another problem is
37 that everyone thinks that I am bad. Sometimes I play tricks on
51 people. But that is rarely the case. I'll tell you a story and then
you can decide for yourself.

56 I was out for a walk, taking in the **scenery**, and I heard the
70 **unmistakable** sound of a young woman crying. So I climbed the
81 wall, brick by giant brick, up to the window. She told me that
94 she had a big problem. She needed to turn a bale of hay into a
109 string made of gold, using a spinning wheel—not just once, but
121 every night for five nights. If she couldn't, a rich king would make
134 her leave the kingdom.

138 It just so happens that spinning straw into gold is my **specialty**.
150 It is one of the perks of being a magical being. We all get
164 something we are very good at. This is mine. So we made a deal.
178 I would spin gold for her. All she had to do was guess my name.
193 (It is Otomo Otomo.) She got three tries each of the five nights.
206 If she couldn't guess it, then she'd come to live with me and my
220 sisters. It seemed like a good deal to me. She seemed confident,
232 so I shook her hand. Then I took the straw back to my house.

Name _____

The next night, I brought her gold, and she was **overjoyed**. She made terrible guesses about my name: Norman, Takemura, and Pete. I thought it would be very nice to have someone tall around to help clean the top of my bookshelf. I thought she would be very **comfortable** among my sisters and me in the forest.

So the next three nights happened in much the same way. I took her straw home, sat and sang my spinning songs, made her gold, and brought it back. Every night she made **uninformed**, wild guesses at my name. They were hard to listen to, since they were so bad. Really? She thought my name was Sylvester? No parent would name a son Sylvester.

So on the fifth and final night, I returned with the gold. She looked less defeated. She almost looked **relieved**. I started to get nervous, but I didn't want her to see that. I put the gold down, and asked, "What is my name?" She made her first two guesses: Roy and Yoshida. My tiny heart leaped at the promise of her company. But then she smiled and said, "Otomo Otomo. That is your name."



When I asked her how she knew my name, she told me that she heard me singing my songs the night before. My spinning songs all include my name. So I went home alone. You see? I am not cruel or mean. It was just a deal we made that ended badly for me. And there will always be someone who needs my help. Maybe you do. How about it? What do you need?

Name _____

A. Reread the passage and answer the questions.

1. What is Otomo Otomo's point of view about himself in the first paragraph?

2. What is Otomo Otomo's point of view about his deal in paragraph 3?

3. What is Otomo Otomo's point of view at the end of the passage?

B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name _____

The Dragon in the Apple Orchard

Once upon a time, an old man lived near an apple orchard. So much fruit grew in the orchard that the old man was able to get all the food he needed from it. In fact, years of getting his food so easily had made him lazy. It was fall and the apples were ripe, but the old man didn't feel like doing the work. "Why should I pick them now?" he thought. "They'll be there when I need them."

But one day the old man awoke to a terrible sight. A dragon had settled down right in the middle of the orchard and was eating the apples! The old man was afraid. "If that dragon eats all of my apples, what will I have to eat?" he thought as he looked on.

After a little while, the dragon fell asleep. The old man thought, "This is my chance!" He crept out to the orchard, picked all the apples he needed, and hurried home. "I will pick these sooner next year," he thought. "I'm not the only one who wants them!"

Answer the questions about the text.

1. How do you know that this text is a fairy tale?

2. What in the story couldn't happen in real life?

3. What literary element does this fairy tale have at the end?

4. What do you think the message or lesson of this fairy tale is?

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can use a strong conclusion.

Draft Model

I like helicopters. They can fly in any direction. They can go fast or slow and land almost anywhere. They can be used to rescue people, to help fight forest fires, or to prevent crimes.

1. What is the main idea? Are helicopters the writer's favorite flying machine?
2. What directions can a helicopter fly in?
3. What kinds of birds are helicopters like?
4. What conclusion could be added to restate the main idea?

B. Now revise the draft by adding a strong conclusion that retells the main idea.

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Name _____

The student who wrote the paragraphs below used text evidence from two different sources to answer the question: *What do a flying horse and a hot air balloon have in common? How are they different?*

A flying horse and a hot air balloon have some things in common, but they also have many differences. They are alike because they move people through the air. However, a hot air balloon carries people in a basket below it, and a flying horse carries a rider on its back. A flying horse and a hot air balloon can both soar high in the sky. They can give their riders a great view of the land below. That, and other reasons, makes hot air balloons and flying horses alike.

Hot air balloons and flying horses have many differences, too. One of them is a living thing, and the other is a vehicle made by people. Hot air balloons are filled with fire-heated air, but flying horses like Pegasus move because of the oats they eat. But the biggest difference is probably that flying horses are not real. They are only part of myths and fairy tales. Hot air balloons are real. They take off and land all over the world every day. So, while flying horses and hot air balloons are alike in a few ways, in most ways they are very different.

Reread the passage. Follow the directions below.

1. Draw a box around the sentence that introduces the topic.
2. Underline an example of a detail that helps support the topic.
3. Circle a strong conclusion that sums up a paragraph.
4. Write one complex sentence from the model on the line.

Name _____

Read the passage. Use the ask and answer questions strategy to check your understanding of important details in the passage.

True Teamwork

10 We try to predict, or know, about emergencies before they
22 happen. They can come as a surprise though. Even if we can't
34 predict, we can prepare. In an emergency, it is best for people
46 to work as a team. When people work together they are more
57 prepared. They can help more people than if they were alone
and unprepared.

59 On August 29, 2005, Hurricane Katrina struck Louisiana.
67 It was one of the strongest storms to hit that area in the last 100
82 years. The high winds, heavy rains, and extreme floods destroyed
92 homes, buildings, land, and roads on the Gulf Coast. Some
102 people lost all they had. They lost their homes, clothes, cars,
113 and more. These people needed help. Teams were formed to give
124 relief, or help, to them. These teams came together to give food
136 and shelter. This was a hard time for the victims, or people hurt
149 by the storm. To find food and shelter on their own would have
162 been hard.

164 We do not always know when a storm, flood, or other event
176 is coming. Even so, there are teams who are always ready to help.
189 When something like Katrina happens, they know what to do.
199 They know how to get food, water, and even doctors to people. It
212 is their job to work as a team and give help all over the world.

Name _____

It is good to know that there are teams who can help after a disaster. However, your family should still be prepared.

It is important to know how to work as a team in an

emergency. It can

be as simple as talking to your neighbors. All of you can work together to be prepared.

Working as a team is encouraging and gives you hope. You all have the same goal. It might be a lot of work to prepare for an emergency alone. If you know your neighbors are working with you, it can make you feel better. You can all work together to be prepared. What should you do? One important thing is that everyone has a "Go Kit." This is a kit that has essential or important things you need to survive. It can have food, water, and flashlights in it. What if you forget to pack a flashlight? You might need one in an emergency. If your neighbors have packed one, they can help you. This is just one small benefit from working as a team.

Nobody knows for sure when an emergency might happen. It could be today or years from now. Perhaps you might never need to use your Go Kit. Yet knowing that you and your neighbors are ready and can work as a team makes everyone feel better. People feel more secure working as a team in an emergency than working alone.



Win Henderson/FEMA photo

Name _____

A. Reread the passage and answer the questions.

1. What does the first paragraph tell you about how the author feels about working as a team?

2. How do you think the author would have felt about the teams who helped victims of Katrina?

3. How do your opinions and feelings about working as a team compare with the author's?

B. Work with a partner. Read the passage aloud. Pay attention to phrasing and rate. Stop after one minute. Fill out the chart.

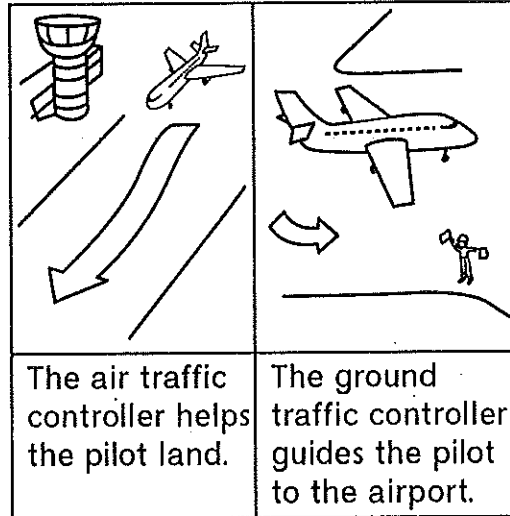
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Teamwork at the Airport

When a plane is about to land, the pilot radios the air traffic controller to say that the plane is approaching. Then the air traffic controller looks at the runway to make sure that it is clear. If there are no planes on it, the controller tells the pilot to land.

Once the plane is on the ground, the air traffic controller connects the pilot to a ground traffic controller. The ground traffic controller gives the plane a clear route from runway to airport.



Answer the questions about the text.

1. What genre is this? How can you tell?

2. Name the text feature. What purpose does it serve?

3. How do the pilot and the controllers work together to land a plane?

Name _____

The student who wrote the paragraph below used text evidence from two different sources to answer the prompt: *How are wildfires a danger to the environment and the people living in their paths?*

Like hurricanes, wildfires can be very harmful to the natural world, as well as to people. They are fast-moving and hard to keep up with when they start. They spread quickly, and they are very easy to start. It only takes a spark from a campfire, a dropped match, or a single lightning strike to start a blaze. And this blaze can destroy a forest filled with trees, plants, and animals. Wildfires are also very dangerous to people. They easily burn up homes and fields with crops. The firefighters who try to control fires cannot just stop the fire the way Windy Gale stopped the hurricane. The fire can harm them, too. It doesn't take much to start a wildfire, but once one is burning, the fire can be a real threat to wildlife and people.

Reread the passage. Follow the directions below.

1. Circle the sentence the student uses to introduce the topic.
2. Underline important facts and details in the paragraph that support the topic sentence.
3. Draw a box around the concluding statement that sums up the paragraph.
4. Write an example of correct pronoun-verb agreement on the line.

Name _____

A. Read the draft model. Use questions that follow the draft to help you create a strong paragraph.

Draft Model

One of a police officer's duties is to stop crime. They have radios to tell them where a crime is happening. Police officers arrest criminals so they can't commit any more crimes.

1. What is the main idea of the draft model? What topic sentence could you add to show this?
2. Do all of the other sentences support the main idea? Should any be deleted?
3. How can you strengthen the connection between the supporting sentences and the main idea?
4. Why are police officers important to a community?

B. Now revise the draft by creating a strong paragraph with a topic sentence and supporting sentences about police officers.

Name _____

Area and Perimeter

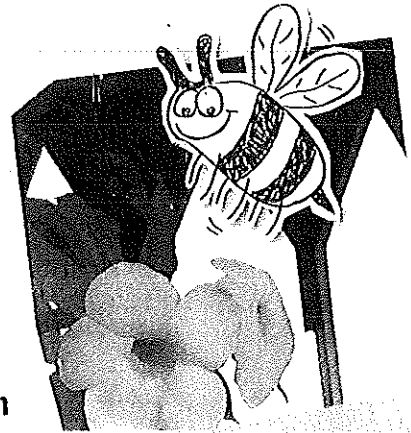
Lesson 9

ESSENTIAL QUESTION ?
How are perimeter and area related and how are they different?

Two rectangles can have the same area but different perimeters.



Math in My World



Example 1

Elizabeth will build two fences, one surrounding each garden shown below. How much area does each garden cover? How much fencing will she need for each garden?

1 Find the area of each garden.

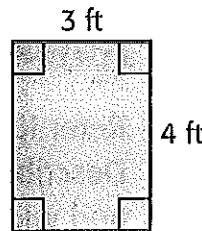
Garden 1

$$\begin{aligned} A &= \ell \times w \\ &= 6 \times 2 \\ &= \end{aligned}$$



Garden 2

$$\begin{aligned} A &= \ell \times w \\ &= 4 \times 3 \\ &= \end{aligned}$$



The gardens have the same area.

2 Find the perimeter of each garden.

Garden 1

The perimeter is $6 + 2 + 6 + 2$, or _____ feet.

Garden 2

The perimeter is $3 + 4 + 3 + 4$, or _____ feet.

The gardens have the same area, but different perimeters.

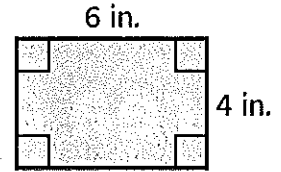
Garden 1 needs _____ feet of fencing.

Garden 2 needs _____ feet of fencing.

Two rectangles can have the same perimeter, but different areas.

Example 2

Draw and label a rectangle that has the same perimeter as the rectangle shown, but a different area.



1 Find the perimeter and area of the rectangle shown.

The perimeter is $6 + 4 + 6 + 4$, or _____ inches.

The area is 6×4 , or _____ square inches.

Multiply the length by the width.

2 Draw and label a rectangle that has a perimeter of 20 inches, but a different area.

My Drawing!

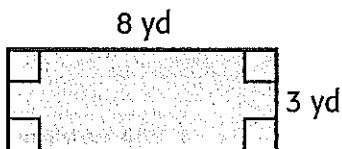
What is the length of the rectangle you drew? _____

What is the width of the rectangle you drew? _____

What is the area of the rectangle you drew? _____

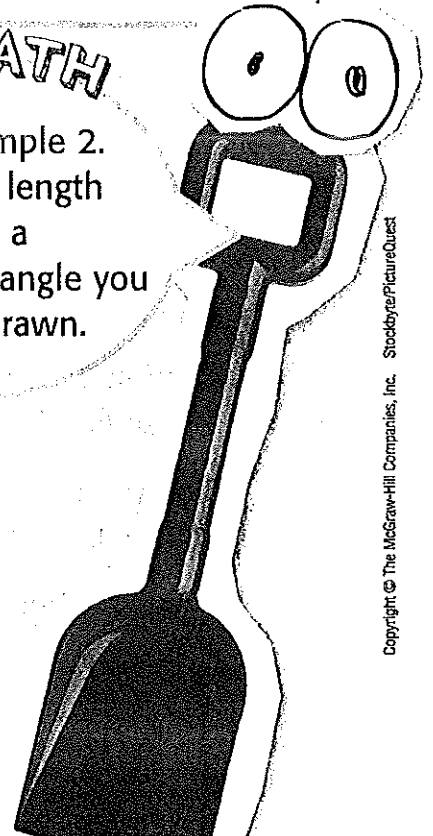
Guided Practice

- Describe the length and width of a rectangle that has the same area as the one below, but a different perimeter.



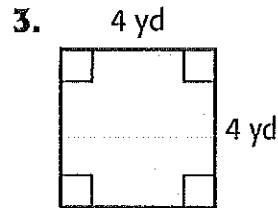
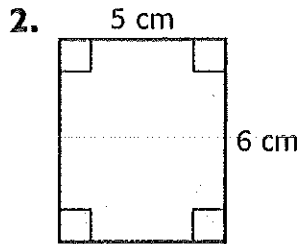
Talk MATH

Refer to Example 2. Describe the length and width of a different rectangle you could have drawn.

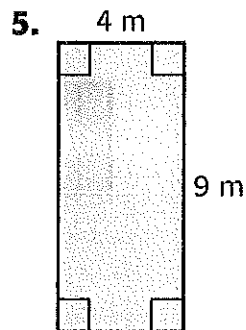
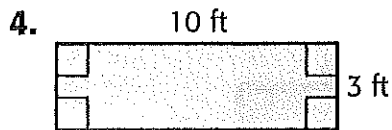


Independent Practice

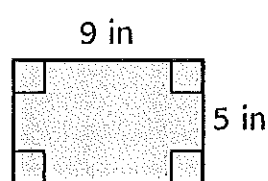
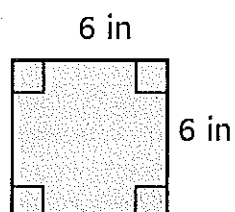
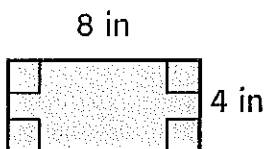
Draw and label a rectangle that has the same area, but a different perimeter, than each rectangle shown.



Draw and label a rectangle that has the same perimeter, but a different area, than each rectangle shown.



6. Circle the rectangles that have the same perimeter, but different areas.





Problem Solving

William's Windows makes the rectangular windows given in the table. Use this information to solve Exercises 7 and 8.

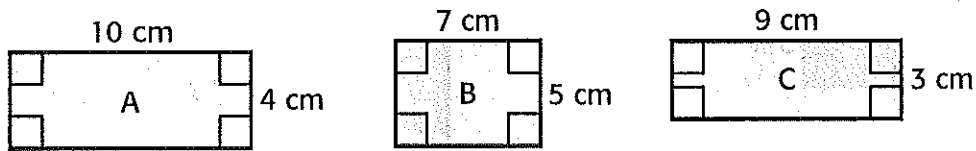
Window	Length (feet)	Width (feet)
A	6	3
B	5	4
C	9	2

7. PRACTICE **Mathematical Make Sense of Problems** Which windows will use the same number of square feet of glass?

8. Each window will have a wood border surrounding it. Which windows will use the same amount of wood border?

HOT Problems

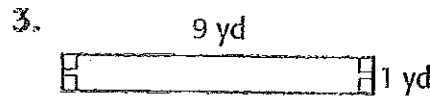
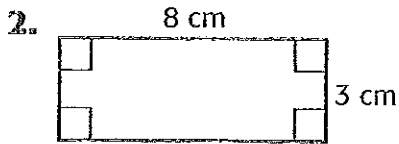
9. PRACTICE **Mathematical Which One Doesn't Belong?** Circle the rectangle that does not belong with the other two. Explain.



10. PRACTICE **Mathematical Reason** What is true about the sum of the length and the width for any rectangles with the same perimeter, but different areas?

11. **Building on the Essential Question** How can two rectangles with the same area have different perimeters?

Draw and label a rectangle that has the same area, but a different perimeter, than each rectangle shown.



Problem Solving

David's Dog Pens makes the rectangular dog pens shown in the table. Use this information to solve Exercises 4 and 5.

Dog Pens	Length (feet)	Width (feet)
1	8	6
2	10	4
3	8	5

4. Which dog pens will take up the same area?

5. Which dog pens have the same perimeter?

6. **Mathematical PRACTICE** **Keep Trying** Alexa drew a rectangle with an area of 36 square centimeters. The rectangle she drew has the smallest perimeter possible for this area. What is the length and width of the rectangle she drew?

Test Practice

7. Which rectangle has the same area as Rectangle E, but a different perimeter?

- Ⓐ Rectangle A Ⓒ Rectangle C
 Ⓑ Rectangle B Ⓓ Rectangle D

Rectangle	Length (units)	Width (units)
A	6	6
B	7	6
C	10	3
D	8	5
E	9	4

Name: _____ Date: _____

Combination Clouds

Stratocumulus clouds usually form below 6,000 feet, and usually form in rows or patches, with blue sky in between. The color of stratocumulus clouds can be from white to dark gray, but precipitation hardly ever falls from these clouds.

Nimbostratus clouds also form below 6,000 feet, and usually produce a steady form of precipitation. Steady precipitation isn't like a hard thunder shower, but can instead last for several hours or even more than a day. Nimbostratus clouds are so thick that you can't see the sun or the moon through them.

Altostratus clouds form higher than stratocumulus or nimbostratus clouds. They form between 6,000 and 20,000 feet. Altostratus clouds cover the entire sky over a large area, and usually produce steady precipitation ahead of a storm. You can see a bit of the sun through the clouds, but the sun will be hazy or 'watery'. Even though you can see the sun, altostratus clouds do not let enough sunlight through to produce shadows.

Alto cumulus clouds also form between 6,000 and 20,000 feet. These clouds look like puffy gray balls or blobs, and sometimes appear in rows. Part of these clouds is usually darker than the rest, and this helps to set them apart from higher cirrocumulus clouds. If you see these clouds on a hot summer morning it often means that there will be thunderstorms in the afternoon.

Cirrostratus clouds form even higher than most altostratus and altocumulus clouds, at above 18,000 feet. These clouds are so thin that you can see the moon and the sun clearly. Sometimes you only know that there are cirrostratus clouds in the sky because you can see a fuzzy halo around the sun or the moon. This halo is caused because the ice crystals in the cloud bend the light from the sun and the moon. Cirrostratus clouds usually mean that there will be rain or snow within 24 hours.

Other mixed clouds that form high in the sky are *cirrocumulus clouds*. They also form above 18,000 feet. They can look like small rounded puffs or cotton balls, either alone or in rows. When the puffs are in rows, the sky has a rippling look, and this is how you can tell that they are cirrocumulus clouds, and not cirrus or cirrostratus clouds.

Finally, there are the *cumulonimbus clouds*. These clouds are thunderstorm clouds. The word *nimbus* or *nimbo* means precipitation producing cloud. *Nimbostratus* clouds produce steady rain and *cumulonimbus* clouds produce thunderstorms.

Clouds can be fluffy and white, or heavy and gray. They can bring rain and snow, or day long drizzle. But whatever color or shape they come in, they still do the same thing. They return water to the Earth, and they are an important part of the water cycle.

Name: _____ Date: _____

CLOUDS

Clouds are an important part of the water cycle. The water cycle is the movement of water from the Earth into the sky and then back down to Earth again. Did you know that over 70% of the Earth is covered in water? Water on Earth is in the form of salt water (97%), the water that is found in the oceans and saltwater lakes, and fresh water (3%), the water that is found in rivers, ponds, lakes, streams and underground. The sun heats water on the surface of the Earth, and causes it to *evaporate*. Evaporation is the process when water moves from being a liquid to being vapor. Water vapor is made up of tiny water droplets in the air. Water can also move into the air through *transpiration*. Transpiration is the movement of water out of plants. During photosynthesis, plants make oxygen and water. Water then moves out of tiny holes on the leaves and into the air. The water vapor rises up into the atmosphere, and as it cools, it *condenses*. When the water vapor condenses it forms clouds. *Precipitation* happens when so much water vapor condenses that the air cannot hold it anymore. The clouds get so heavy that some of the water must fall back down to Earth as rain, snow, sleet or hail.



There are many different types of clouds. The type of cloud depends on how high up in the atmosphere the water condenses. The atmosphere is the blanket of air that covers the Earth.

Stratus clouds

Stratus clouds occur below 6,000 feet. These clouds look like flat sheets of clouds, and can mean an overcast or rainy day. These clouds are usually a uniform color of gray, and cover most of the sky.

Cumulus clouds

Cumulus clouds are also below 6,000 feet, and look like big fluffy balls of cotton! They usually mean that the weather will be nice; however, sometimes they can get very tall and turn into thunderheads. These clouds are usually flat on the bottom, but have very lumpy tops. Cumulus clouds usually form alone, and there is a lot of blue sky between different clouds.

Cirrus clouds

These wispy clouds usually form above 18,000 feet. Cirrus clouds generally move from west to east. They form when water vapor forms ice crystals; and they are so thin because of the height at which they form. There is very little water vapor above 18,000 feet, and so big thick clouds cannot form.

These are the three main types of clouds that can form; however, there are also several combination clouds.

Name: _____ Date: _____

Questions on **Clouds**

1. How much of the Earth is covered in water?

2. How is the water on Earth split up?

3. What is evaporation?

4. What is the process called when water moves from plants into the air?

5. Describe the water cycle. Include how water moves into the air and back to Earth.

6. What is the atmosphere?

7. Describe the three main cloud types.
 - a) _____
 - b) _____
 - c) _____
8. What cloud types occur above 18,000 feet? Include mixed types in your answer.

9. What happens with nimbostratus clouds?

10. If you see altocumulus clouds on a summer morning, what do you think might happen in the afternoon?

11. You have been waiting all summer for the first snowfall. It's almost here! What type of cloud will tell you that snow may be coming, and from what type of cloud will snow fall?

12. What do the words nimbo and nimbus mean?

Writing Prompts

Write 2-3 sentences per prompt, please use complete sentences and punctuation.

Monday: *What would it be like to live on an island?*

Tuesday: *Describe your favorite kind of weather and explain why you like it so much.*

Wednesday: *Write a conversation between two cats (or any two animals).*

Thursday: *The things I like the most about Distance Learning*

Friday: *Would you rather be peanut butter or jelly. Why?*
