TULSA PUBLIC SCHOOLS

6th - 8th Grades

6^{th}- 8^{th} Grade

- **Literacy:** Read a fiction or nonfiction text for at least 20 minutes daily. Complete at least two activities each day.
- **Math:** Complete one of the recommended math activities each day.
- **English Language Development:** Complete approximately one activity every other day.

Multilingual Programs:

<u>Spanish Program</u>

- **Spanish Literacy:** Complete one or two Spanish language activities daily.

Complete other core activities listed above.

20 Questions for Self-Guided Response to Texts

adapted from https://www.teachthought.com/literacy/19-reading-response-questions-self-guided-response/

1. Why did you decide to read this text?
2. Compare and contrast this text or media with related text/media.
3. What is the author's purpose?
4. What can you tell me about the theme?
5. What is the author's position on relevant themes or issues?
6. Who is the audience for this text?
7. What is the overall tone of the work?
8. From what point of view does the author write?
9. What are the most relevant supporting details?
10. How is the book structured?
11. How would you describe the author's writing style?
12. Does the author have credibility to write about this topic? How do you know?
13. How is the plot, argument, or information organized?
14. What would you change?
15. Index the characters: tell who they are and how they change over time.
16. With which characters did you connect and why?
17. What are the motivations of the main characters?
18. Which chapter or section is most important and why?
19. Using evidence from the text, how would you convince someone else to read this?
20. For more than one text: How are these texts connected to each other and what makes those connections important?

Name: ______________________ Class: ______________________

The Crow and the Pitcher

By Aesop
620-560 BCE

Aesop was a storyteller who lived in ancient Greece between 620 and 560 BCE. This story is part of his collection of tales known as "Aesop's Fables," which did not survive in writing but were passed down by people retelling them. They have deeply influenced children's literature and modern storytelling culture. As you read, take notes on the conflict the crow faces and how he solves his problem. Think about the lesson the author is trying to teach the reader.

[1] In a spell of dry weather, when the Birds could find very little to drink, a thirsty Crow found a pitcher[1] with a little water in it. But the pitcher was high and had a narrow neck,[2] and no matter how he tried, the Crow could not reach the water. The poor thing felt as if he must die of thirst.

"The Crow and the Pitcher" by Milo Winter is in the public domain.

Then an idea came to him. Picking up some small pebbles, he dropped them into the pitcher one by one. With each pebble the water rose a little higher until at last it was near enough so he could drink.

1. a container used to hold and pour liquids
2. The "neck" refers to a thin part of an object.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What does the word “spell” mean as it is used in paragraph 1?
   A. a saying with magical powers
   B. a type of weather
   C. a period of time
   D. a land needing water

2. PART B: Which phrase from paragraph 1 provides the best support for your answer to Part A?
   A. “a thirsty crow”
   B. “when the birds could find very little”
   C. “a little water in it”
   D. “found a pitcher”

3. What does the information in paragraph 2 reveal about the crow?
   A. He is not able to solve a problem.
   B. He is resourceful and clever.
   C. He is extremely strong.
   D. He knows when to ask for help.

4. How does paragraph 2 contribute to the story’s resolution?
   A. After not being able to find anything to drink, the crow decides to ask for help.
   B. After having lots of water, the crow now can’t find any.
   C. After struggling to get the water from the pitcher, the crow finds a solution.
   D. After not being able to get water from the pitcher, the crow decides to look in a new place.

5. Explain the theme or lesson of the story. Use evidence from the story to support your answer.

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Why was the crow successful in solving the problem he faced? What traits did he have helped him to succeed? Cite evidence from the text and your own experiences in your answer.

2. How could you apply the crow's actions and attitude in your own life? Cite evidence from the text and your own experiences in your answer.

3. In the context of this story, do you think it is more important to be clever or to remain positive in a difficult situation? Cite evidence from the text and your own experiences in your answer.

4. If the crow had not been successful in using the stones to get the water from the pitcher, what action do you think he would have taken next? Cite evidence from the text and your own experiences in your answer.

Name: ______________________ Class: ______________________

The Phoenix Bird

By Hans Christian Andersen
1850

Hans Christian Andersen (1805-1875) was a Danish author, best known for his fairy tales. In this short story, a narrator describes the birth and power of a mystical bird called the Phoenix. As you read, take notes on what the Phoenix represents.

[1] In the Garden of Paradise,[1] beneath the Tree of Knowledge, bloomed a rose bush. Here, in the first rose, a bird was born. His flight was like the flashing of light, his plumage[2] was beauteous,[3] and his song ravishing.[4] But when Eve plucked the fruit of the tree of knowledge of good and evil, when she and Adam were driven from Paradise, there fell from the flaming sword of the cherub[5] a spark into the nest of the bird, which blazed up forthwith. The bird perished in the flames; but from the red egg in the nest there fluttered aloft a new one — the one solitary Phoenix bird. The fable tells that he dwells in Arabia, and that every hundred years, he burns himself to death in his nest; but each time a new Phoenix, the only one in the world, rises up from the red egg.

"Phoenix-Fabelwesen" by Friedrich Johann Justin Bertuch (1747-1822) is in the public domain.

The bird flutters round us, swift as light, beauteous in color, charming in song. When a mother sits by her infant's cradle, he stands on the pillow, and, with his wings, forms a glory around the infant's head. He flies through the chamber of content, and brings sunshine into it, and the violets on the humble table smell doubly sweet.

But the Phoenix is not the bird of Arabia alone. He wings his way in the glimmer of the Northern Lights over the plains of Lapland, and hops among the yellow flowers in the short Greenland summer. Beneath the copper mountains of Fablun, and England's coal mines, he flies, in the shape of a dusty moth, over the hymnbook that rests on the knees of the pious[6] miner. On a lotus leaf he floats down the sacred waters of the Ganges, and the eye of the Hindoo[7] maid gleams bright when she beholds him.

1. The Garden of Paradise, also known as the Garden of Eden, is a biblical garden. According to the Bible, the first man and woman created by God, Adam and Eve, resided there.
2. feathers of a bird
3. beautiful
4. **Ravishing *(adjective):*** delightful; entrancing
5. a type of angel that is usually represented in art as a young child
6. deeply religious
7. a person, especially of northern India, who follows Hinduism

The Phoenix bird, dost thou not know him? The Bird of Paradise, the holy swan of song! On the car of Thespis[8] he sat in the guise[9] of a chattering raven, and flapped his black wings, smeared with the lees of wine;[10] over the sounding harp of Iceland swept the swan's red beak; on Shakespeare's shoulder he sat in the guise of Odin's raven,[11] and whispered in the poet's ear "Immortality!" and at the minstrels'[12] feast he fluttered through the halls of the Wartburg.

[5] The Phoenix bird, dost thou not know him? He sang to thee the Marseillaise,[13] and thou kissedst the pen that fell from his wing; he came in the radiance of Paradise, and perchance thou didst turn away from him towards the sparrow who sat with tinsel on his wings.

The Bird of Paradise — renewed each century — born in flame, ending in flame! Thy picture, in a golden frame, hangs in the halls of the rich, but thou thyself often fliest around, lonely and disregarded, a myth — "The Phoenix of Arabia."

In Paradise, when thou wert born in the first rose, beneath the Tree of Knowledge, thou receivedst a kiss, and thy right name was given thee — thy name, Poetry.

8. believed to be the first actor in Greek drama, and considered the inventor of tragedy
9. an outwards appearance, typically concealing the true nature of something
10. the sediment of wine
11. Odin is a god in mythology who is brought information by his ravens.
12. a medieval entertainer
13. the national anthem of France

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best expresses the theme of the text?
   A. The Phoenix's great power and ability to be reborn after death intrigues people.
   B. The Phoenix was God's gift to man after casting him out of Paradise.
   C. The Phoenix's influence is only felt by a select few deemed worthy.
   D. The Phoenix is an example of the magic humans were denied when exiled from Paradise.

2. PART B: Which quote from the text best supports the answer to Part A?
   A. "In the Garden of Paradise, beneath the Tree of Knowledge, bloomed a rose bush. Here, in the first rose, a bird was born." (Paragraph 1)
   B. "When a mother sits by her infant's cradle, he stands on the pillow, and, with his wings, forms a glory around the infant's head." (Paragraph 2)
   C. "Beneath the copper mountains of Fablun, and England's coal mines, he flies, in the shape of a dusty moth, over the hymnbook that rests on the knees of the pious miner." (Paragraph 3)
   D. "The Bird of Paradise — renewed each century — born in flame, ending in flame! Thy picture, in a golden frame, hangs in the halls of the rich" (Paragraph 6)

3. How does paragraph 3 contribute to the development of the text's theme?
   A. It emphasizes how widespread the Phoenix's influence is.
   B. It shows that the Phoenix doesn't tend to interact with people.
   C. It proves that the Phoenix favors people who are religious.
   D. It illustrates that the Phoenix is not a myth, but a real creature.

4. Why does the narrator use a metaphor comparing the Phoenix to poetry in Paragraph 7?

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the myth, the Phoenix is described as beautiful. What about the Phoenix makes it beautiful? What message do you think the author hopes to convey to readers about beauty through the Phoenix?

2. In your experience, can we control our fate? How powerful is the Phoenix's influence over the people with whom it comes in contact?

6.EE Exponent Experimentation 2

Task

Here are some different ways to write the value 16:

2^4	$12 - (2^1 + 2^2) + \frac{500}{50}$	$2^3 + 2^3$	$\frac{2}{3} \times 48^1 - (1+3)^2$

Find at least three different ways to write each value below. Include at least one exponent in all of the expressions you write.

a. 81

b. 2^5

c. $\frac{64}{9}$

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Illustrative Mathematics

6.RP Equivalent Ratios and Unit Rates

Alignments to Content Standards: 6.RP.A.2

Task

2 bottles of water cost $5.00.

a. Fill in the table that shows the costs for 4, 6, and 8 bottles. Find the cost for a single bottle in each case.

Number of bottles	Cost ($)	Cost per bottle
2	5	
4		
6		
8		

5 granola bars cost $4.00

b. Fill in the table that shows the costs for 10, 15, and 20 granola bars. Find the cost for a single granola bar in each case.

Number of granola bars	Cost ($)	Cost per bar
5	4	
10		
15		
20		

c. Explain why if you can buy a items for b dollars, or buy $2a$ items for $2b$ dollars, the cost per item is the same in either case.

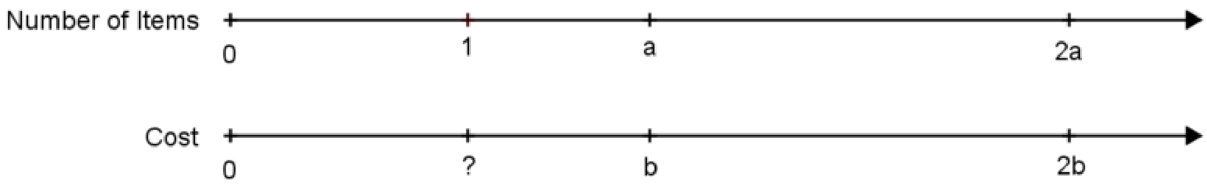
IM Commentary

This task should come after students have done extensive work with representing equivalent ratios and understand that for any ratio $a : b$, the ratio $sa : sb$ is equivalent to it for any $s > 0$. The purpose of this task is to make explicit the fact that equivalent ratios have the same unit rate. A solid understanding of this fact will allow students to solve problems involving equivalent ratios in a very efficient manner. For example, consider the problem "7 identical, full containers hold 4 gallons of water. How many of these containers would you need for 18 gallons?" Once you know that all equivalent ratios have the same unit rate, you could approach this problem with using a very abbreviated ratio table:

containers	7	1.75	31.5
gallons	4	1	18

To compute the unit rates in the task, students should be encouraged to use any representation that makes sense to them.

The abstract nature of part (c) may pose a challenge and gives students an opportunity to reason abstractly and quantitatively MP2 and express regularity in repeated reasoning MP8. It may be helpful to visualize this by placing $a : b$ and $2a : 2b$ on the same number line, and reasoning about the location $1 : ?$, as shown below.



After students complete this task, the teacher should help students see that part (c) is true for any positive multiplier, not just 2, and that equivalent ratios therefore always have the same value or unit rate.

Edit this solution

Solution

Number of bottles	Cost ($)	Cost per bottle
2	5	2.50
4	10	2.50
6	15	2.50
8	20	2.50

Number of granola bars	Cost ($)	Cost per bar
5	4	0.80
10	8	0.80
15	12	0.80
20	16	0.80

c. If you have a items for b dollars, then the unit cost is b/a dollars per item. If you have $2a$ items for $2b$ dollars, then the unit cost is $\frac{2b}{2a}$ dollars per item. But $\frac{b}{a}$ and $\frac{2b}{2a}$ are equivalent fractions, so they have the same cost per item.

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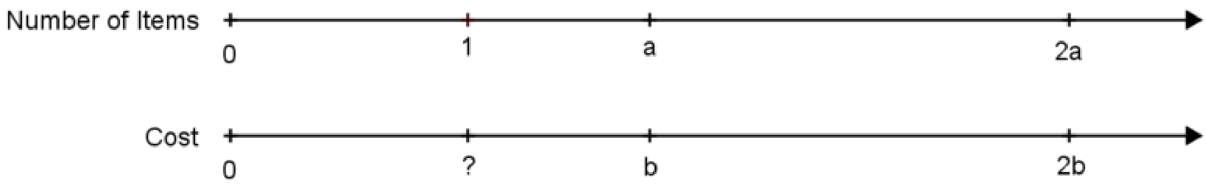

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8	20	2.50

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10	8	0.80
15	12	0.80
20	16	0.80

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For these tasks the term teacher refers the person working with the student.

Gym Membership Plans

Task

In January, Georgia signed up for a membership at Anytime Fitness. The plan she chose cost $95 in start-up fees and then $20 per month starting in February. Edwin also signed up at Anytime Fitness in January. His plan cost $35 per month starting in February, and his start-up fees were waived.

a. Create tables for both Georgia and Edwin that compare the number of months since January to the total cost of their gym memberships. Continue this table for one year.

b. Plot the points from the two tables in part (a) on a coordinate plane.

c. Decide if either or both gym memberships are described by a proportional relationship, and write an equation representing any such relationship. Explain how parts (a) and (b) could be used to support your answer.

IM Commentary

In this task, students are presented with two situations in a single context and asked which one represents a proportional relationship. Students are asked to understand this proportional relationship from a variety of perspectives -- a table, a graph, a verbal context, and an equation. As such, this task might be used as a synthesis of these various perspectives that one learns about when studying proportional relationships. Alternatively, it could be used as an introduction to the various ways one might be presented with a proportional relationship. In this case, instructors should be prepared for students who may not be familiar with using one of the perspectives (in particular, tables of values).

Solution

a. The table for Georgia's gym membership cost for 12 months is below:

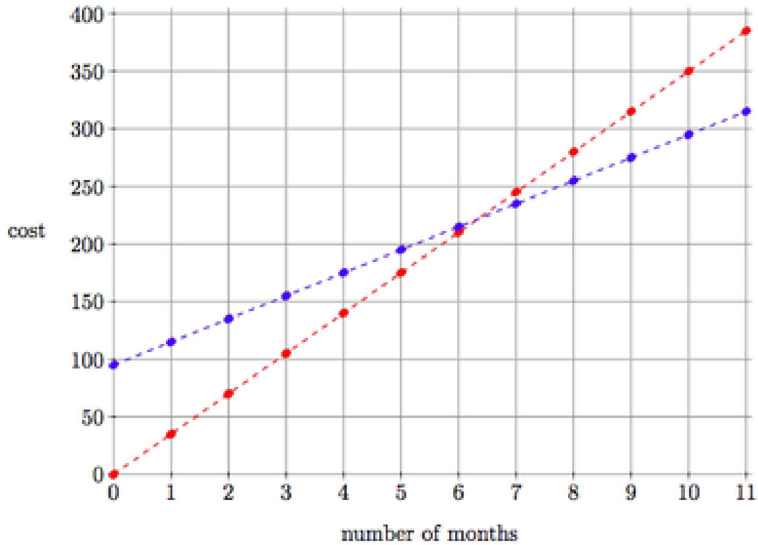
number of months since January	0	1	2	3	4	5	6	7	8	9	10	11
total cost of Georgia's gym membership	95	115	135	155	175	195	215	235	255	275	295	315

The table for Edwin's gym membership cost for 12 months is below:

number of months since January	0	1	2	3	4	5	6	7	8	9	10	11
total cost of Edwin's gym membership	0	35	70	105	140	175	210	245	280	315	350	385

b. We plot the points from the two tables in part (a) on the coordinate axes below, where number of months since January is on the horizontal axis and the total cost is on the vertical axis. The red dashed line contains Edwin's table of values and the blue dashed line contains the values from Georgia's table.

Note that we are connecting the plotted points with a dashed line only to better see the general trend. Since this is actually discrete data a solid line would not be a suitable representation.



c. Georgia's plan does not represent a proportional relationship, and Edwin's plan does represent a proportional relationship. That Edwins' plan is proportional can be seen from the table by observing that whenever we multiply the number of months by a constant, the total cost multiplies by that same constant -- for example, doubling the number of months from 3 to 6 has the effect of doubling the cost from \$105 to \$210. This does not hold true for Georgia's plan, as can be seen by similarly doubling.

We could also see this from our response to part (b). Proportional relationships can be visualized graphically as being described by lines that go through the origin. Since Edwin's line (in red above) does go through the origin, it describes a proportional relationship, and likewise, Georgia's does not.

Finally, we find an equation to describe Edwin's plan. Since his relationship is proportional, every one month that passes will cost him \$35. So after n months, he will have paid \$35 dollars n times, for a total cost of \$35n dollars. Thus the total cost c of Edwin's plan is related to the number of months passed by the equation $c = 35n$.

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a. Create tables for both Georgia and Edwin that compare the number of months since January to the total cost of their gym memberships. Continue this table for one year.

b. Plot the points from the two tables in part (a) on a coordinate plane.

c. Decide if either or both gym memberships are described by a proportional relationship, and write an equation representing any such relationship. Explain how parts (a) and (b) could be used to support your answer.

For these tasks the term teacher refers the person working with the student.

Art Class, Assessment Variation

Task

The students in Ms. Baca's art class were mixing yellow and blue paint. She told them that two mixtures will be the same shade of green if the blue and yellow paint are in the same ratio.

The table below shows the different mixtures of paint that the students made.

Amount of Yellow Paint (cups)	0.5	1	1.5	2	3
Amount of Blue Paint (cups)	0.75	2	3	3	4.5

a. How many different shades of paint did the students make?

b. Which mixture(s) make the same shade as mixture A?

c. How many cups of yellow paint would a student add to one cup of blue paint to make a mixture that is the same shade as mixture A?

d. Let b represent the number of cups of blue paint and y represent the number of cups of yellow paint in a paint mixture. Write an equation that shows the relationship between the number of cups of yellow paint, y, and the number of cups of blue paint,

b, in mixture E.

Solution

a. The students made **2** different shades of paint.

b. Mixtures **D** and **E** make the same shade as mixture A.

c. A student should add $\frac{2}{3}$ cup of yellow paint to 1 cup of blue paint to make the same shade as mixture A.

d. Either of these equations would be correct:

- $b = \frac{3}{2}y$ (or $\frac{3}{2}y = b$ if this is a fill-in-the-blank)
- $y = \frac{2}{3}b$ (or $\frac{2}{3}b = y$ if this is a fill-in-the-blank)

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d. Let b represent the number of cups of blue paint and y represent the number of cups of yellow paint in a paint mixture. Write an equation that shows the relationship between the number of cups of yellow paint, y, and the number of cups of blue paint, b, in mixture E.

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Who Has the Best Job?

Task

Kell works at an after-school program at an elementary school. The table below shows how much money he earned every day last week.

Time worked	1.5 hours	2.5 hours	4 hours
Money earned	$12.60	$21.00	$33.60

Mariko has a job mowing lawns that pays $7 per hour.

a. Who would make more money for working 10 hours? Explain or show work.

b. Draw a graph that represents y, the amount of money Kell would make for working x hours, assuming he made the same hourly rate he was making last week.

c. Using the same coordinate axes, draw a graph that represents y, the amount of money Mariko would make for working x hours.

d. How can you see who makes more per hour just by looking at the graphs? Explain.

Edit this solution

Solution

a. Mariko would make $7 \times 10 = 70$ dollars for working 10 hours. Kell's hourly rate can be found by dividing the money earned by the hours worked each day.

Time worked	1.5 hours	2.5 hours	4 hours
Money earned	$12.60	$21.00	$33.60
Pay rate	$8.40 per hour	$8.40 per hour	$8.40 per hour

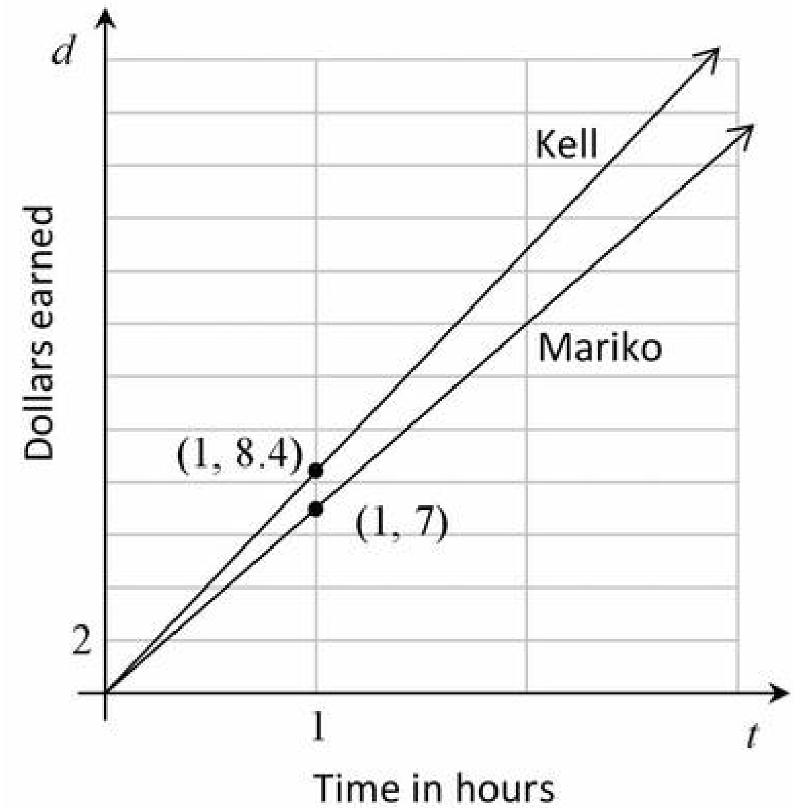
If Kell works for 10 hours at this same rate, he will earn $8.4 \times 10 = 84$ dollars. So Kell will earn more money for working 10 hours.

Alternatively, we could reason proportionally without computing the unit rate. Since Mariko earned $21.00 for 2.5 hours, she will earn four times as much for working four times as long ($10 = 4 \times 2.5$), for a total of $4 \times \$21 = \$84$.

b. See the figure below.

c. See the figure below.

d. You can see that Kell will make more per hour if you look at the points on the graph where $x = 1$ since this will tell you how much money each person will make for working 1 hour. You can also compare the slopes of the two graphs, which are equal to the hourly rates. See the figure below.


d
Kell
Mariko
Dollars earned
(1, 8.4)
(1, 7)
2
1
t
Time in hours

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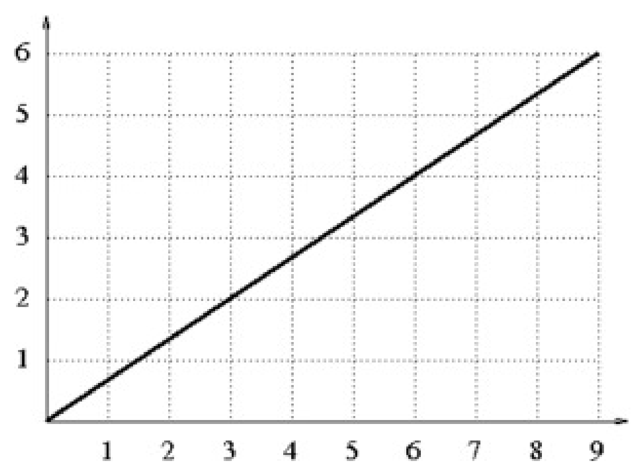
Slopes Between Points on a Line

Task

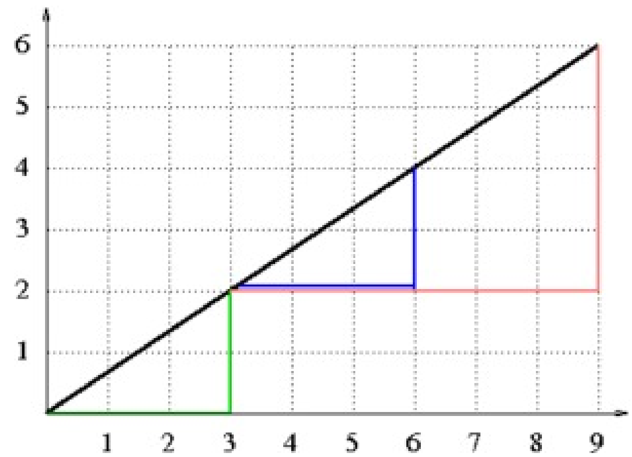
The slope between two points is calculated by finding the change in y-values and dividing by the change in x-values. For example, the slope between the points (7, -15) and (-8, 22) can be computed as follows:

- The difference in the y-values is $-15 - 22 = -37$.
- The difference in the x-values is $7 - (-8) = 15$.
- Dividing these two differences, we find that the slope is $-\frac{37}{15}$.

Eva, Carl, and Maria are computing the slope between pairs of points on the line shown below.



Eva finds the slope between the points (0,0) and (3,2). Carl finds the slope between the points (3,2) and (6,4). Maria finds the slope between the points (3,2) and (9,6). They have each drawn a triangle to help with their calculations (shown below).



i. Which student has drawn which triangle? Finish the slope calculation for each student. How can the differences in the x- and y-values be interpreted geometrically in the pictures they have drawn?

ii. Consider any two points (x_1, y_1) and (x_2, y_2) on the line shown above. Draw a triangle like the triangles drawn by Eva, Carl, and Maria. What is the slope between these two points? Why should this slope be the same as the slopes calculated by the three students?

IM Commentary

The "change in y divided by the change in x" can be computed for any two points in the plane. Many people who understand and use slope take for granted the fact that the slopes between any two points on a particular line will always be equal--most of us just learned it as a fact. The purpose of this task is to help students understand *why* the calculated slope will be the same for any two points on a given line. This is the first step in understanding and explaining why it will work for any line (not just the line shown).

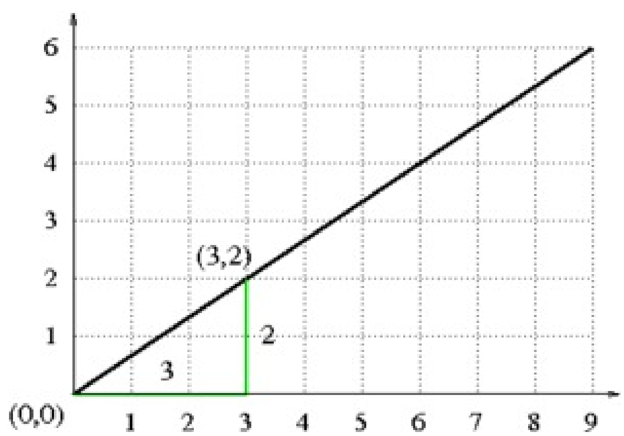
In 8th grade, students describe the effect that dilations have on a figure (see 8.G.A.3). They also learn that if one triangle can be obtained from another by a series of translations and dilations, then they are similar (see 8.G.A.4). Putting these two pieces of information together, they can argue that for any two points on a line, the "slope triangles" (like the ones shown in the figure in the task statement) have to be similar, and as a result the lengths of the sides of the triangles will be proportional. This is why the slope between any two points on a particular line will always be equal, and why we talk about "the" slope of a line.

This instructional task is intended to be used in a class discussion. Students can work on parts (a) and (b) independently or in small groups. Then the class could discuss their answers and discuss part (c). Students should be given a chance to try to construct the argument for part (c) on their own, although some may struggle with this. It is important that there is a whole-class discussion of this part so that everyone understands the argument in the end.

Edit this solution

Solution

a. Eva is using the green triangle, since two of the vertices of the triangle are at $(0,0)$ and $(3,2)$. She will next find the length of each leg in the right triangle. The horizontal leg length is the difference between the x-coordinates, which is 3. The vertical leg length is the difference between the y-coordinates, which is 2. So the line rises by 2 units for every horizontal increase of 3 units. Therefore the slope is $\frac{2}{3}$.

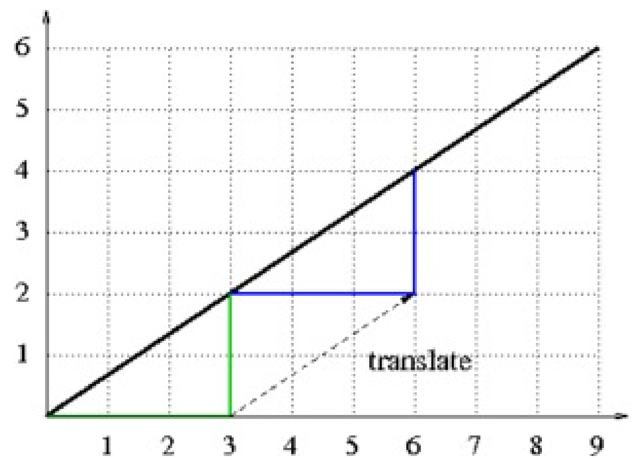


Carl is using the blue triangle, since two of the vertices of the triangle are at $(3,2)$ and $(6,4)$. He will next find the length of each leg in the right triangle. The horizontal leg length is the difference between the x-coordinates, which is 3. The vertical leg length is the difference between the y-coordinates, which is 2. So the line rises by 2 units for every horizontal increase of 3 units. Therefore the slope is $\frac{2}{3}$.

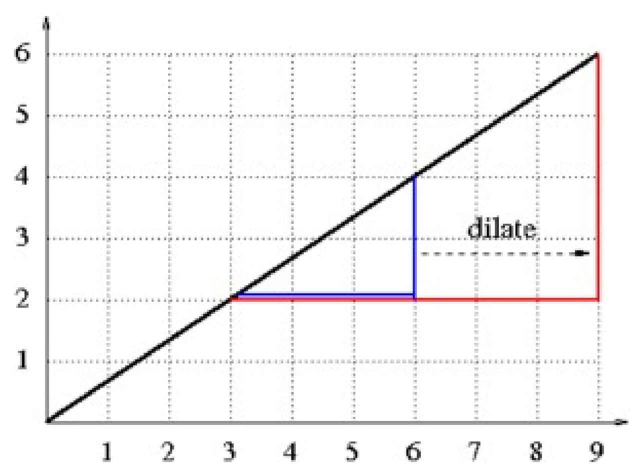
Maria is using the red triangle, since two of the vertices of the triangle are at $(3,2)$ and

$(9,6)$. She will next find the length of each leg in the right triangle. The horizontal leg length is the difference between the x-coordinates, which is 6. The vertical leg length is the difference between the y-coordinates, which is 4. So the line rises by 4 units for every horizontal increase of 6 units. Therefore, the slope is $\frac{4}{6}$.

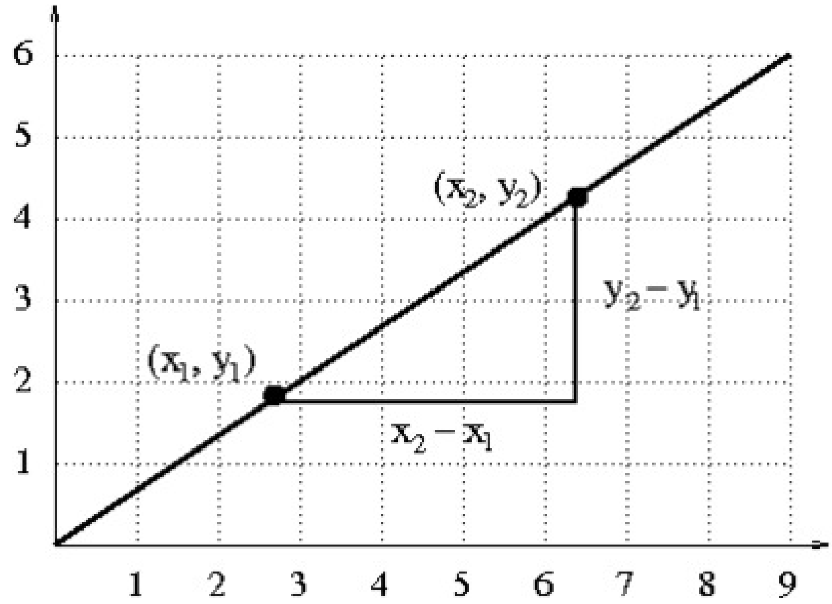
b. To compute the slope between two points, we are computing the quotient of the lengths of the legs in a right triangle. We can see that the blue and the green triangles are congruent since we can translate the green triangle along the line until it lines up with the blue triangle. Therefore, the quotient of the lengths of the legs must be the same.



The red triangle is not congruent to the blue triangle but it is similar to it. We can dilate the blue triangle by a factor of 2 to line it up with the red triangle. The sides in similar triangles also have the same proportion. Therefore, the quotient of the lengths of the legs of the two triangles must be the same.



c. Parts (a) and (b) suggest the following picture:

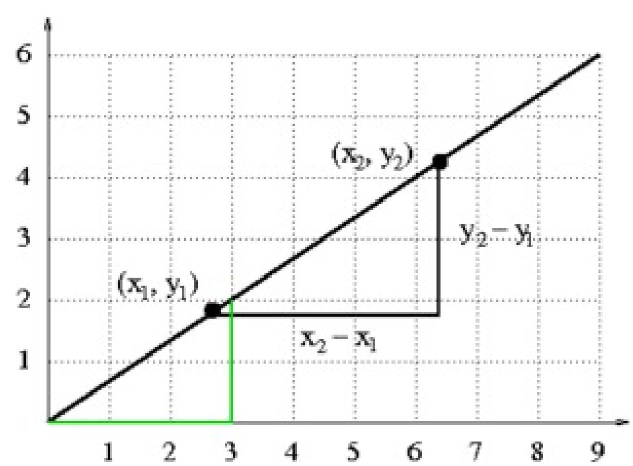


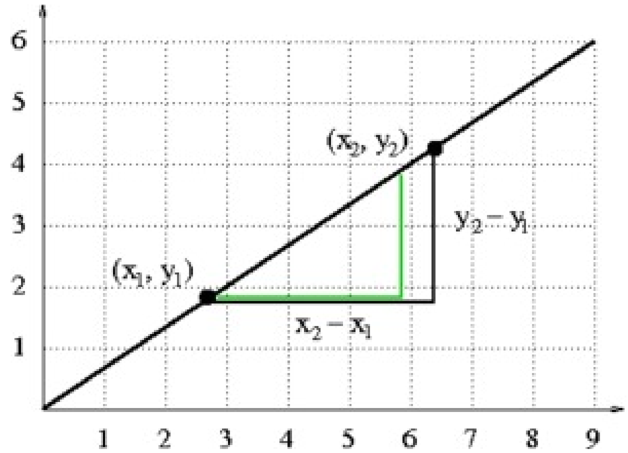
The lengths of the vertical leg of this triangle is $y_2 - y_1$, and the length of the horizontal leg is $x_2 - x_1$.

The slope between these two points is the quotient of these two lengths: $\frac{y_2-y_1}{x_2-x_1}$.

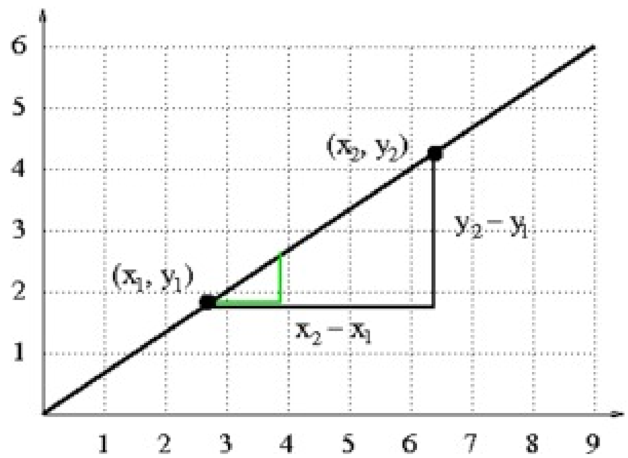
This slope should be the same as the slope obtained by Eva because her green triangle is similar to the triangle we drew above. To see this,

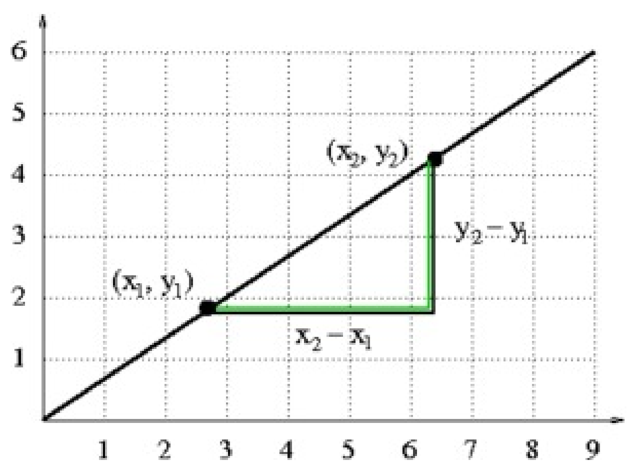
- First, translate Eva's triangle x_1 units to the right and y_1 units up. Now the two triangles share a vertex.





- Next, dilate Eva's triangle by a factor of $\frac{1}{3}$ (so the horizontal leg has a length of 1) and then by a factor of $x_2 - x_1$ (so the horizontal leg has a length of $x_2 - x_1$). Use the common vertex as the center of the dilation.





Because angles are preserved by translations and dilations, this shows that Eva's triangle and our triangle are similar and that the legs are proportional. So

$$\frac{y_2 - y_1}{x_2 - x_1} = \frac{2}{3}$$

and the slope is the same no matter which two points on this line we choose to compute with.

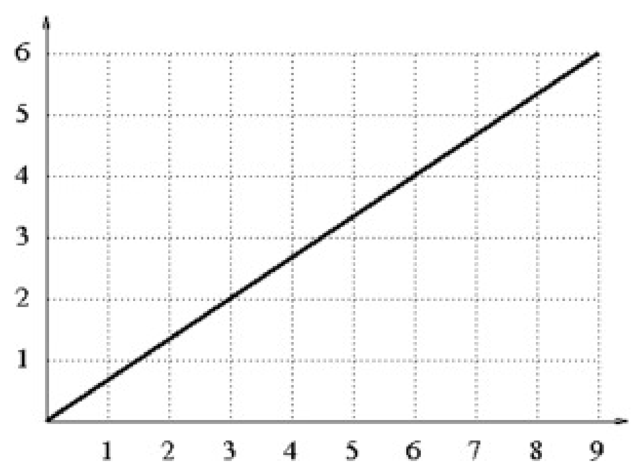
Slopes Between Points on a Line

Task

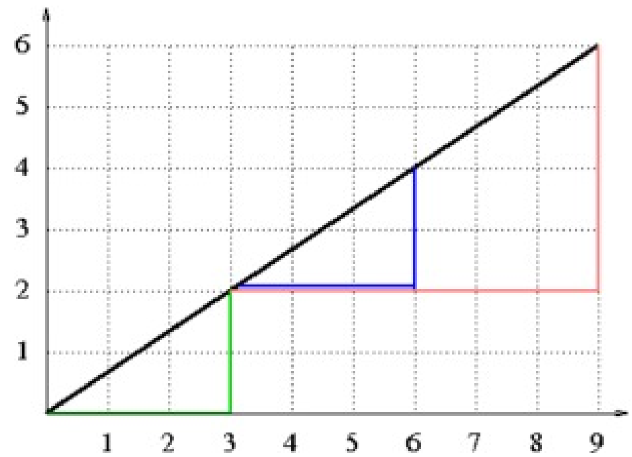
The slope between two points is calculated by finding the change in y-values and dividing by the change in x-values. For example, the slope between the points (7, -15) and (-8, 22) can be computed as follows:

- The difference in the y-values is $-15 - 22 = -37$.
- The difference in the x-values is $7 - (-8) = 15$.
- Dividing these two differences, we find that the slope is $-\frac{37}{15}$.

Eva, Carl, and Maria are computing the slope between pairs of points on the line shown below.



Eva finds the slope between the points (0,0) and (3,2). Carl finds the slope between the points (3,2) and (6,4). Maria finds the slope between the points (3,2) and (9,6). They have each drawn a triangle to help with their calculations (shown below).



i. Which student has drawn which triangle? Finish the slope calculation for each student. How can the differences in the x- and y-values be interpreted geometrically in the pictures they have drawn?

ii. Consider any two points (x_1, y_1) and (x_2, y_2) on the line shown above. Draw a triangle like the triangles drawn by Eva, Carl, and Maria. What is the slope between these two points? Why should this slope be the same as the slopes calculated by the three students?

For these tasks the term teacher refers the person working with the student.

Stuffing Envelopes

Task

Anna and Jason have summer jobs stuffing envelopes for two different companies. Anna earns $14 for every 400 envelops she finishes. Jason earns $9 for every 300 envelopes he finishes.

a. Draw graphs and write equations that show the earnings, y as functions of the number of envelopes stuffed, n for Anna and Jason.

b. Who makes more from stuffing the same number of envelopes? How can you tell this from the graph?

c. Suppose Anna has savings of $100 at the beginning of the summer and she saves all her earnings from her job. Graph her savings as a function of the number of envelopes she stuffed, n. How does this graph compare to her previous earnings graph? What is the meaning of the slope in each case?

IM Commentary

Students learn about proportional relationships and explore them through tables, graphs, and equations in 6th and 7th grade. A proportional relationship can be thought of as a linear relationship whose graph goes through the origin. Students make the step from proportional relationships in particular to linear functions in general in 8th grade. As part of this transition, students should recognize the slope of a line through the origin as the unit rate for that proportional relationship. From there they learn that the slope of any line can be interpreted as the *rate of change* of the corresponding linear relationship.

This task provides students with an opportunity to take the step from unit rates in a proportional relationship to the rate of change of a linear relationship. Students should already be familiar with proportional relationships from their work in prior grades. In part (b) they are asked to examine the graphs more closely and verbalize how they are different, and how this difference reflects the situation (this is work they have already done; see 7.RP.2).

If the teacher wishes to use this task to introduce slope, it would be appropriate to formally define the concept of slope after students have worked on part (b) of the task. The teacher should note that the students are already familiar with the connection between the slope and the constant of proportionality in a proportional relationship. Next, the teacher can extend the idea of slope to any line defined by an equation of the form $y = mx + b$. (Note that showing that the slope of a line is well-defined requires a geometric argument that is not addressed by this task; see 8.EE.6.) This is accomplished in the task by extending the example of Anna's summer earnings to her summer savings. It is easy to see that the line that represents her savings as a function of the number of envelopes she stuffs will have the same slope as the previous earnings line; the difference will be in the interpretation of the slope. For her earnings, she will make 3.5 cents for every envelope she stuffs, but for her savings, she will save an *additional* 3.5 cents for every *additional* envelope she stuffs. This subtle difference in the interpretation of the slope signals the difference between a proportional relationship and a relationship that is not proportional but *changes* proportionally.

Edit this solution

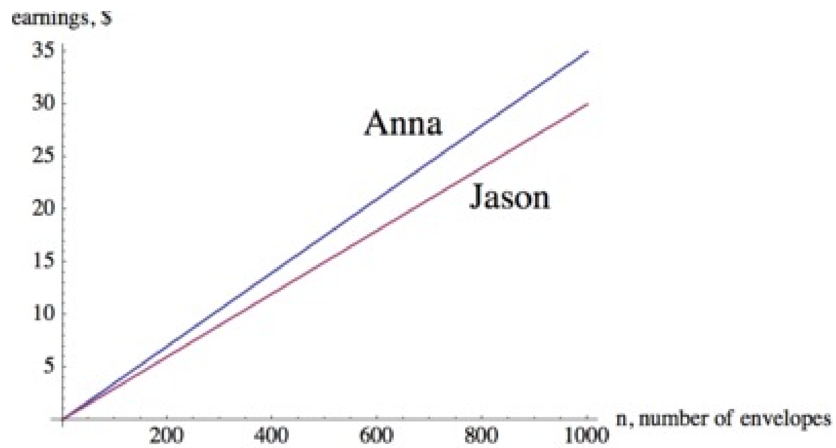
Solution

a. The amount of money earned, y, and the number of envelopes stuffed, n, are proportional to each other. Since Anna earns \$14 for 400 envelope, she makes $\frac{14}{400} = 0.035$ dollars per envelope. Therefore, we have $y = 0.035n$ for Anna's equation.

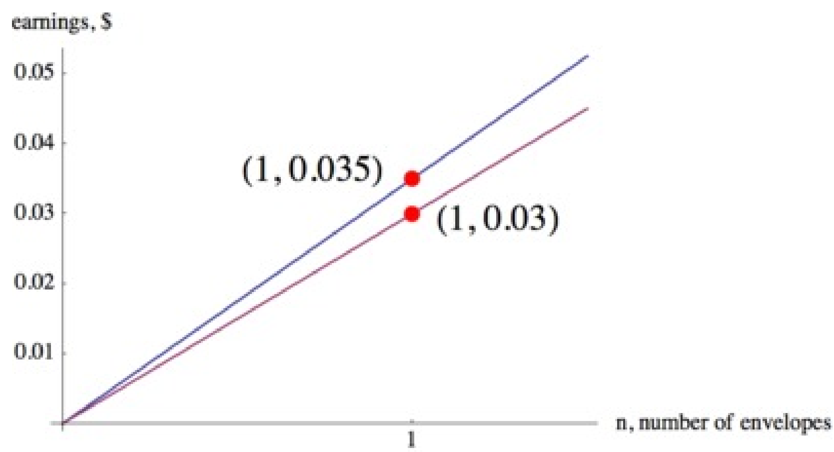
Jason earns \$9 for every 300 envelopes he stuffs, so he makes $\frac{9}{300} = 0.03$ dollars per envelope. So we have $y = 0.03n$ for Jason's equation.

Since Anna's equation has a larger unit rate, 0.035 dollars per envelope vs. 0.03 dollars per envelope for Jason, she has the higher paying job.

The graphs of the equations are shown below.



b. We know that we can find the unit rate of proportional relationships by finding the point on the line with horizontal coordinate 1, as shown in the graph below.



For every envelope they stuff, Anna makes half a cent more than Jason. Since Anna makes more money per envelope, her earnings increase faster than Jason's. Therefore, her earnings line is steeper than Jason's.

c. Anna still earns money at the same rate as before, but now her earnings are added to her savings of $100. The graph showing her total savings, including the money she earns, is still linear but it has a higher starting value. The new line is parallel to the previous earnings line but while the previous line went through the point $(0, 0)$, the new line starts at the point $(0, 100)$. This shows that when she starts working she already has $100 in savings.

For her earnings graph, we see that she will make \$0.035 for every envelope she stuffs, but for her savings, she will save an *additional* \$0.035 for every *additional* envelope she stuffs.

Stuffing Envelopes

Task

Anna and Jason have summer jobs stuffing envelopes for two different companies. Anna earns $14 for every 400 envelops she finishes. Jason earns $9 for every 300 envelopes he finishes.

a. Draw graphs and write equations that show the earnings, y as functions of the number of envelopes stuffed, n for Anna and Jason.

b. Who makes more from stuffing the same number of envelopes? How can you tell this from the graph?

c. Suppose Anna has savings of $100 at the beginning of the summer and she saves all her earnings from her job. Graph her savings as a function of the number of envelopes she stuffed, n. How does this graph compare to her previous earnings graph? What is the meaning of the slope in each case?

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.

Rating Scale

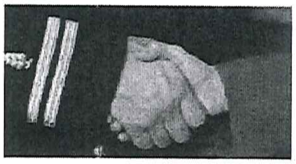
1 = I have never seen this word before.

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.

Key Words

agree (u-grē) *verb* page 50



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

community (ku-myū-nu-tē) *noun* page 50

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-mil-yur) *adjective* page 51

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

festival (fes-tu-vul) *noun* page 54

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

native (nā-tiv) *adjective* page 53

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

neighborhood (nā-bur-hood) *noun* page 52

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

population (pah-pyu-lā-shun) *noun* page 50

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

tradition (tru-di-shun) *noun* page 50

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.

Questions	Answers
Do you have any traditions in your community?	Yes, we have a festival every spring.

Familiar Places

by Elizabeth Boylan

▼ Chinatown in New York City is home to many people who moved to the United States from China.

Expository Nonfiction

Expository nonfiction gives information and facts. Usually, the text is divided into sections. A heading tells the topic, or what the section is about. The text that follows includes a main idea that tells more about the topic.

As you read, synthesize by putting **Ideas** and **Information** together from different sections of the text to form new ideas. You can make inferences by combining information you learn in each section with what you already know.

Look Into the Text

Walk into a restaurant. Order some food. Tear some of the *injera* to scoop up the hot stews. Taste the seasoned vegetables and spicy sauces.

The right food makes a new place feel like home.

Remember that you can synthesize by drawing conclusions, forming generalizations, and comparing.

People are the heart of any **community**. When the **population** changes, so does the community. People bring their clothes, their furniture, and, of course, their **traditions**. Over time, the new community starts to feel a little like home.

Familiar Food

In any city, you can find all different kinds of food. Some foods feel more like home, though.

Ethiopian people who move to Little Ethiopia **agree**. The community has many restaurants that serve **delicious** Ethiopian foods.

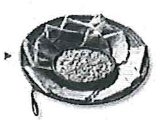
Walk into a restaurant. Order some food. **Tear** some of the ***injera*** to scoop up the hot **stews**. Taste the seasoned vegetables and spicy sauces.

The right food makes a new place feel like home.

◄ Washington, DC, has a community known as Little Ethiopia. There are many Ethiopian restaurants there. The first Ethiopian restaurants in Washington, DC, opened in the 1970s.

Key Vocabulary
community *n.*, where people live
population *n.*, the number of people in a place
tradition *n.*, an activity or belief that people share
agree *v.*, to have the same idea

In Other Words
delicious very good
Tear Pull off
injera Ethiopian flat bread ►
stews thick soups



Familiar Clothes

In a community, shops sell many different kinds of clothes. Some clothes look more **familiar**, though.

Indian people who go to Little India agree. There are many clothing and jewelry shops there.

Walk into a shop and feel the soft **fabrics**. Look at the colorful ***saris***. Try on a ***kameez***.

Familiar clothes can make a new place feel like home.

▲ Many people from India moved to Chicago, Illinois, in the 1960s. They opened shops that sell Indian clothes, food, and jewelry. The community is called Little India.

Key Vocabulary
familiar *adj.*, already known

In Other Words
fabrics cloth
saris long, flowing dresses
kameez long shirt

Look Into the Text

1. **Explain** How do the people of Little Ethiopia make their **community** feel like home?
2. **Main Idea and Details** What is each section mainly about? What details tell about the main idea?

Familiar Sounds

There are sounds all around a **neighborhood**. Some sounds are more familiar, though.

Haitian people who move to Little Haiti agree. The sounds you hear in Little Haiti are like the sounds you hear in Haiti. Walk into a shop and hear people speak Haitian Creole and French. Listen to the ***compas* music**. **Sway** to the strong beat.

Familiar sounds can make a new place feel like home.

▲ Thousands of Haitians moved to Miami, Florida, in the 1980s. They formed a neighborhood called Little Haiti. Dancers move to the music at a street market.

Key Vocabulary
neighborhood *n.*, a place where people live and work together

In Other Words
***compas* music** Haitian music
Sway Move your body back and forth

▲ Many Koreans moved to Los Angeles, California, in the 1960s. Now many businesses have signs in Korean and English.

Familiar Language

When a language is new to you, the words can look so different. Sometimes it is nice to see your **native** language.

Korean people who move to Koreatown agree. In Koreatown, you can find words in English and Korean. Read the ***hangul* signs**. Buy a book in Korean. Find a Korean newspaper.

Familiar words can make a new place feel like home.

Key Vocabulary
native *adj.*, belonging to the place someone was born

In Other Words
***hangul* signs** signs that use Korean writing

Look Into the Text

1. **Interpret** What are some of the sounds you might hear if you go to Little Haiti?
2. **Main Idea and Details** According to the text, what **familiar** things can Korean immigrants find in Koreatown?

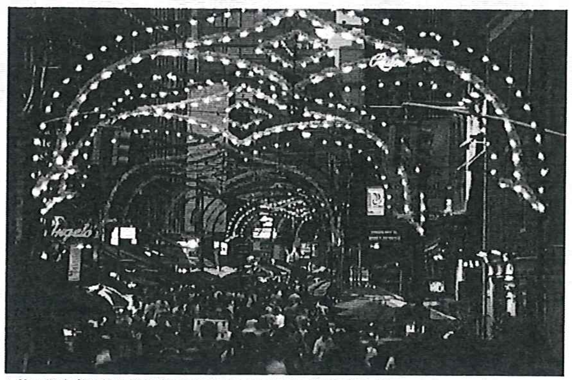
Familiar Celebrations

Everyone likes to **celebrate**! There are always many reasons to have fun. Some celebrations are more familiar, though.

Every September, the people of Little Italy hold a **festival**. Look at the **decorations** and watch the parade. Then eat ***cannoli*** while you dance and sing Italian songs.

Familiar celebrations can make a new place feel like home.

Familiar foods, sounds, and celebrations can make you feel at home in a new neighborhood. As new people move in, the neighborhood will continue to change and become their home, too. ✣



▲ New York City, New York, has a neighborhood called Little Italy. Many Italians moved there in the late 1800s. Not many Italians move there now, though. People in Little Italy still celebrate Italian traditions.

Key Vocabulary

festival *n.*, a special event or party

In Other Words

celebrate have a party
decorations special lights and other things that people put up for the party
cannoli an Italian dessert

Look Into the Text

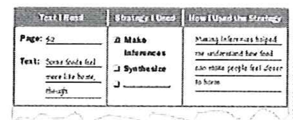
1. **Evidence and Conclusion** Which words explain why **communities** often change over time?
2. **Explain** How do familiar celebrations and **festivals** make a new place feel like home?

Connect Reading and Writing

Vocabulary
agrees
community
familiar
festival
native
neighborhoods
population
traditions

CRITICAL THINKING

1. **SUM IT UP** Use your Reading Strategies Log to synthesize the information you learned in each section. Use your log to give a summary to a partner.



Reading Strategies Log

2. **Paraphrase** Look back at the first paragraph of the selection. Use your own words to tell how **communities** change.
3. **Make Judgments** What do you think makes a new place feel comfortable? Do you **agree** with the author, or do you have different ideas? Explain.
4. **Analyze** Why do you think **familiar** things are important to immigrants? Explain.

READING FLUENCY

Phrasing Read the passage on page 560 to a partner. Assess your fluency.

1. I did not pause/sometimes paused/always paused for punctuation.
2. What I did best in my reading was ______.

READING STRATEGY

What strategy helped you understand this selection? Tell a partner about it.

VOCABULARY REVIEW

Oral Review Read the paragraph aloud. Add the vocabulary words.

In the 1880s, a ______ in Vancouver, Canada, was known as Chinatown. Today many Chinese people also live in other ______. Nearly one third of the city's ______ speaks a main Chinese language. Many people are ______ Chinese speakers even though they were born in Canada. Everyone ______ that art, music, and celebrations keep ______ alive. The Dragon Boat Festival is well-known, or ______, to nearly everyone in Vancouver. This ______ takes place on the water.

Written Review What **festivals** or special **traditions** does your **community** have? Write a TV ad for one of them. Use four vocabulary words.

WRITE ABOUT THE GUIDING QUESTION

Explore Finding Your Own Place
Look back at the photos in the selection. How might these **neighborhoods** change in the future? Write your opinion, and support it with reasons.

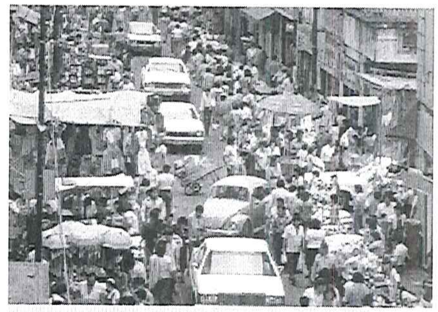
Learn Key Vocabulary

Name ______________________________

Familiar Places: Key Vocabulary

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

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



▲ The **population** of a city is divided into many different **communities**.

Key Words	Check Understanding	Deepen Understanding
1 agree (u-grē) *verb* Rating: 1 2 3	☐ to be excited ☐ to have the same ideas	Example: ______________
2 community (ku-myū-nu-tē) *noun* Rating: 1 2 3	☐ a place where people live and work ☐ a store where people buy things	Example: ______________
3 familiar (fu-mil-yur) *adjective* Rating: 1 2 3	☐ already known ☐ strange or extraordinary	Example: ______________
4 festival (fes-tu-vul) *noun* Rating: 1 2 3	☐ a competition or sporting event ☐ a special event or party	Example: ______________

Name ______________________

Did You Know?

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

Key Words	Check Understanding	Deepen Understanding
5 native (nā-tiv) *adjective* **Rating:** 1 2 3	☐ something that you don't understand ☐ something you know well because of where you were born	Example: ______________________
6 neighborhood (nā-bur-hood) *noun* **Rating:** 1 2 3	☐ the area in which people live ☐ a single building	Example: ______________________
7 population (pah-pyu-lā-shun) *noun* **Rating:** 1 2 3	☐ the number of tall buildings in a city ☐ the number of people who live somewhere	Example: ______________________
8 tradition (tru-di-shun) *noun* **Rating:** 1 2 3	☐ an activity people share for many years ☐ a person's favorite food	Example: ______________________

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

____

____

____

Selection Review

Name ______________________________

Familiar Places

Key Vocabulary	
agrees	native
community	neighborhoods
familiar	population
festival	traditions

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?

____

____

____

____

____

____

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

____

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____

____

Academic Vocabulary

Name ______________________________

Academic Vocabulary	
compare	immigrant
context	topic

Familiar Places: Academic Vocabulary Review

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

Word
1. **compare**
2. **context**
3. **immigrant**
4. **topic**

Definition
someone who comes to live in a new country
to think about how two things are alike and different
the subject of a piece of writing or a discussion
the parts nearby that help explain the meaning of a word

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.

____

____

____

____

____

The Secret Water

By Daphne Liu

Prepare to Read

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.

Rating Scale

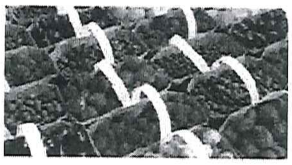
1 = I have never seen this word before.

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.

Key Words

available (u-vā-lu-bul) *adjective* ▸ page 78



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

perfect (pur-fikt) *adjective* ▸ page 78

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

plan (plan) *noun* ▸ page 82

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

problem (prah-blum) *noun* ▸ page 82

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**

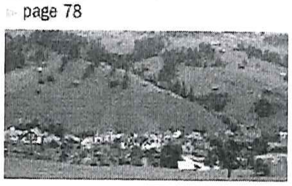
secret (sē-krut) *adjective, noun* ▸ page 80

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 (sta-chü) *noun* ▸ page 82

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

village (vi-lij) *noun* ▸ page 78



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

worry (wur-ē) *verb* ▸ page 80

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

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

Word	Definition	Example from My Life
perfect	just right	100% on my math test

Vocabulary Example Chart

Legend

A legend is a very old story, usually about a hero, or person who acts with courage to solve a problem.

The **problem** is often introduced early in the legend. As the story continues the characters respond or change as the plot leads to a solution.

The setting is where and when a story happens. In a legend, the problem may be connected to the setting.

Look Into the Text

Shu Fa lives with Uncle and Auntie in a village by the mountain. The land is dry and dusty. There is no water available for the villagers.

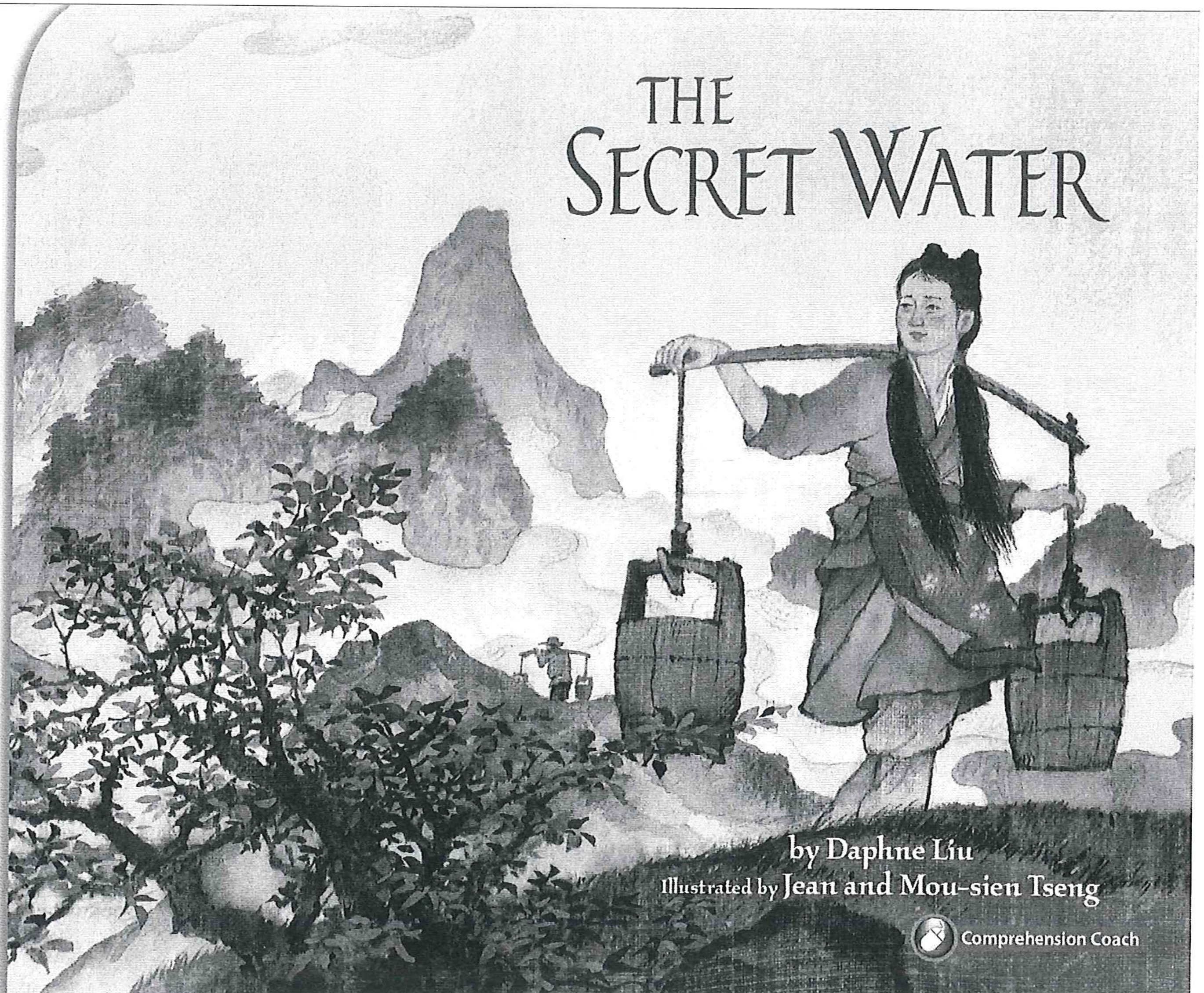
Every day, people must walk over the steep mountain to get the precious water. They fill their buckets with the water and carry it home.

If you do not understand the problem, monitor your reading by clarifying ideas. As you read, stop and reread or read on. This may help the problem become clear to you.

The Secret Water

by Daphne Liu

Illustrated by Jean and Mou-sien Tseng



Comprehension Coach

Set a Purpose
Find out why Shu Fa has to help her village.

Shu Fa lives with Uncle and Auntie in a village by the mountain. The land is dry and dusty. There is no water **available** for the villagers.

Every day, people must walk over the steep mountain to get the **precious** water. They fill their buckets with the water and carry it home.

One day, Shu Fa goes up the mountain. Near the path, she discovers a **turnip**. It is **perfect** for lunch. She pulls it out of the ground.

Snap! Water pours from the hole left by the turnip. Shu Fa is **amazed**! Now the villagers will not have to walk so far for water.

Key Vocabulary
village *n.*, a small town
available *adj.*, here and ready for use
perfect *adj.*, just the right thing

In Other Words
precious valuable and important
turnip vegetable ▶

amazed very surprised

Cultural Background
This story takes place in China, where most people still live in the country. Many people in China, and in the world, have too little water. They dig wells or carry water using buckets.

Suddenly, a strong wind blows in from the mountain. It pushes the turnip back into the hole. A loud voice **roars**, "You cannot take my water!"

Shu Fa asks, "Who are you?"

"I am the Voice of the Mountain. This is MY water. You cannot take it."

"But my village needs water! Can you share it with us?" Shu Fa asks.

"No, I do not share!" the Voice says. Then it **warns her**: "If you tell anyone about the water, you will be punished!"

In Other Words
roars says with force
warns her tells her in a strong way

Look Into the Text

1. **Character** What kind of person is Shu Fa? How can you tell?
2. **Cause and Effect** What happens when Shu Fa pulls the turnip?

Predict
Will Shu Fa tell about the water?

Shu Fa runs home. She wants to tell everyone about the **secret** water. But she is afraid.

Many days pass. Shu Fa sees how hard the villagers work to get water. She **worries** so much that her long, black hair turns white.

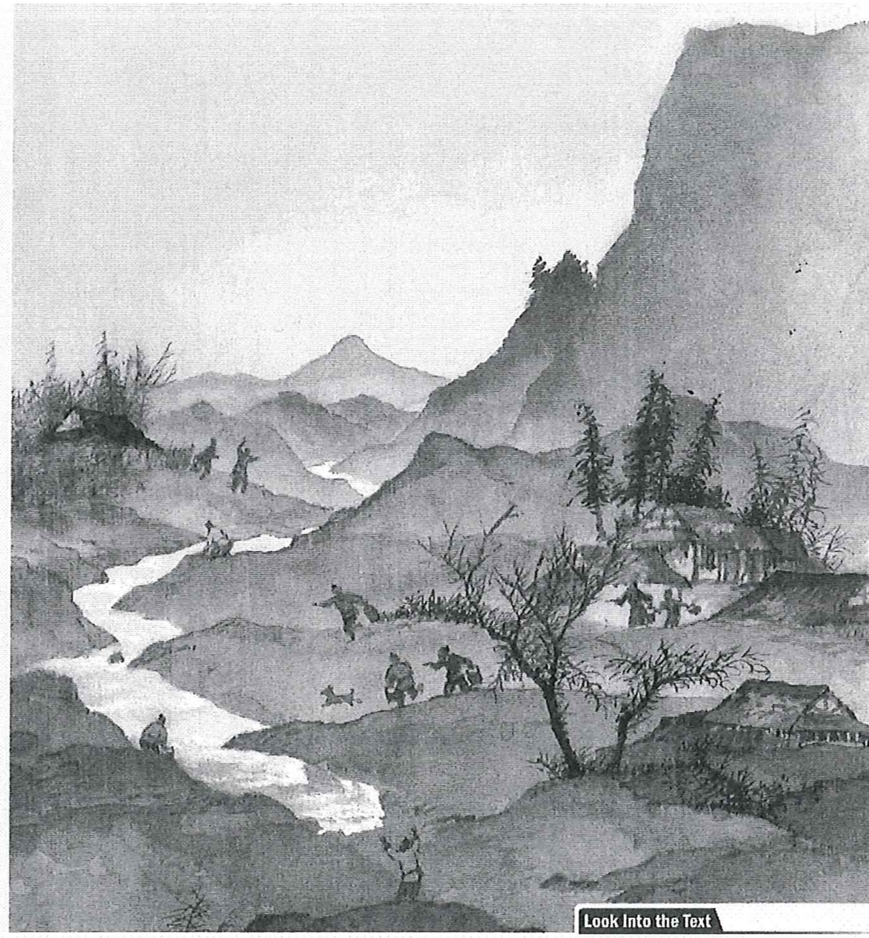
One day, Uncle walks over the mountain to get water. But he **trips** and hurts his head. ***"Aiya!"*** he cries.

Shu Fa cries, too. She knows now that she must help. She must bring the water to her village.

Shu Fa runs up the mountain and **smashes** the turnip. Water pours out of the hole. It becomes a river that goes into the village. The villagers dance with joy!

Then the Voice of the Mountain shouts, "Shu Fa, you told my **secret**! Now you must live in my river forever."

Shu Fa cries. She **begs** the Voice to let her say goodbye to her family. The Voice **grumbles**, "Go, but you must return here tonight."



Key Vocabulary
secret *adj.*, hidden; *n.*, something that is hidden
worry *v.*, to feel unhappy and afraid about what might happen

In Other Words
trips falls down
Aiya! Oh no! (in Chinese)
smashes breaks
begs asks
grumbles says unhappily

Look Into the Text

1. **Inference** Why does Shu Fa's hair turn white?
2. **Confirm Prediction** Was your prediction correct? What happened that you did not expect?

Predict

How will Shu Fa solve her problem?

Shu Fa runs back to the village. "What can I do?" she asks herself. "I do not want to live in the river!" She decides to tell Uncle about the problem.

Uncle thinks for a few minutes. Then he says, "I have a **plan**."

Uncle works all day to **carve** a **statue** out of stone. The statue looks just like Shu Fa. He thinks the statue will trick the Voice of the Mountain.

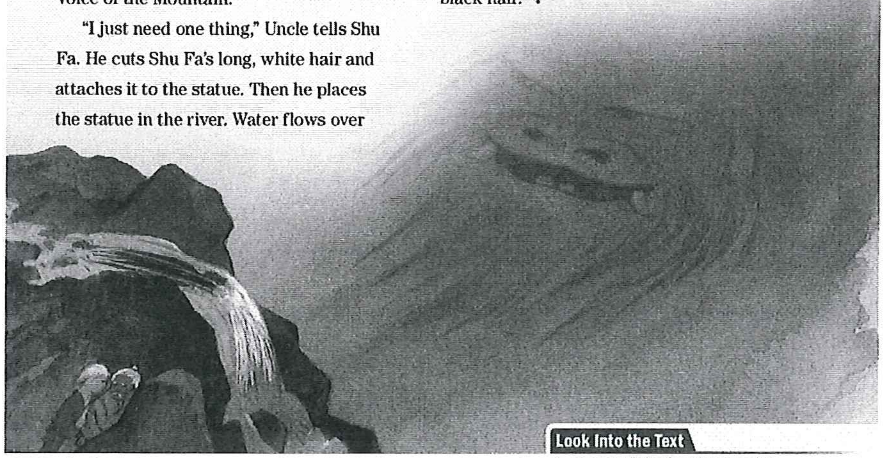
"I just need one thing," Uncle tells Shu Fa. He cuts Shu Fa's long, white hair and attaches it to the statue. Then he places the statue in the river. Water flows over the statue. It carries the white hair over the mountain like a waterfall.

The Voice of the Mountain sees the statue. It says, "Hello, Shu Fa!"

The trick worked!

Today, the waterfall still flows to the village. The land is green, and the people are happy.

Once again, Shu Fa has long, black hair. ❖



Key Vocabulary

problem *n.*, something that is wrong

plan *n.*, an idea about how to do something

statue *n.*, a model of a person or thing

In Other Words

carve make, cut

Look Into the Text

1. **Character's Motive** Why does Shu Fa tell Uncle the **problem**?
2. **Paraphrase** How does Uncle's **plan** save Shu Fa?
3. **Viewing** What clue in the picture tells you if the trick worked?

Connect Reading and Writing

Vocabulary
- available
- perfect
- plan
- problem
- secret
- statue
- village
- worries

CRITICAL THINKING

1. **SUM IT UP** Use your Problem-and-Solution Chart. Discuss how Shu Fa solves the **problem**. What do her actions say about her? Discuss your ideas with a partner.

Problem: The villagers must walk over a steep mountain to get water.

↓

Event 1:

Event 2:

Event 3:

↓

Solution:

Problem-and-Solution Chart

2. **Infer** Most legends are set in the past. How can you tell that what happens in Shu Fa's **village** takes place long ago? Find details in the story.
3. **Interpret** Explain the title. What is **secret** about water in this story?
4. **Analyze** What is the Voice of the Mountain like? Describe this character, based on the dialogue.

READING FLUENCY

Expression Read the passage on page 561 to a partner. Assess your fluency.

1. My voice never/sometimes/always matched what I read.
2. What I did best in my reading was _______.

READING STRATEGY

What strategy helped you understand this selection? Tell a partner about it.

VOCABULARY REVIEW

Oral Review Read the paragraph aloud. Add the vocabulary words.

I live in a _______ where we eat a lot of fish. Fish are always _______ from the lake. No one ever _______ about hunger! To honor the fish, artists carved a large _______. They wanted to keep it a _______, so they didn't tell anyone. Then the artists had a _______ to solve: Where should they put the statue? They thought about it and decided on a _______. They found a _______ setting! The statue will sit in the lake!

Written Review Write a sentence to describe in detail each illustration in "The Secret Water." Assemble these into a narrative about the characters and the **village**. Use five vocabulary words.

WRITE ABOUT THE GUIDING QUESTION

Explore Earth's Resources

Reread the selection. When is it OK to take an **available** resource from somebody to help others? Support your idea with examples from the text.

Learn Key Vocabulary

Name ______________________________

The Secret Water: Key Vocabulary

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

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

The lack of **available** water is a big **problem** in some **villages.** ▶

Key Words	Check Understanding	Deepen Understanding
❶ **available** (u-vā-lu-bul) *adjective* Rating: 1 2 3	☐ extremely large ☐ ready to use	List other words that describe *available:* ______
❷ **perfect** (pur-fikt) *adjective* Rating: 1 2 3	☐ just right ☐ needing improvement	List other words that describe *perfect:* ______
❸ **plan** (plan) *noun* Rating: 1 2 3	☐ an idea about how to do something ☐ a mistake or error	List other words that describe *plan:* ______
❹ **problem** (prah-blum) *noun* Rating: 1 2 3	☐ a long story that is told more than once ☐ something that needs to be solved	List other words that describe *problem:* ______

Name ______________________________

Did You Know?

There is an African proverb that says, "It takes a **village** to raise a child." This means that everyone in a community is responsible for its children.

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

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

____

____

____

Selection Review

Name ____________________________________

The Secret Water

Key Vocabulary

available	secret
perfect	statue
plan	village
problem	worried

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?

____

____

____

____

____

Academic Vocabulary

Name ___________________________

The Secret Water: Academic Vocabulary Review

Academic Vocabulary	
category	series
compare	topic
resource	

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

Word
1. **category**
2. **compare**
3. **resource**
4. **series**
5. **topic**

Definition
to think about how two things are alike and different
a group of related things that are put in a certain order
a group of items that are related in some way
the subject of a piece of writing or of a discussion
something that people need and use

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.

____

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Nombre ________________________________ Fecha ____________________

Instrucciones: Lee el pasaje y responde las preguntas. Escribe tus respuestas en una hoja de papel aparte o en el reverso de esta hoja.

Tamaya y su árbol de camelias

1 Hace mucho tiempo, Tokubei Tamaya encabezaba una familia próspera de mercaderes japoneses de Geiha. Tokubei trabajó mucho en su negocio y acumuló una fortuna. Con los años, se casó con una encantadora joven y tuvieron un hermoso hijo.

2 Aunque Tokubei vivía rodeado de lujo y confort, no estaba tranquilo: temía constantemente que los ladrones irrumpieran en su casa y robaran su fortuna. La preocupación de Tokubei se volvió tan incontrolable que comenzó a dormir mal y, después de una noche entera despierto, decidió idear un plan. Detrás de su casa había un árbol de camelias rodeado de un matorral de bambúes. Esa misma noche, Tokubei enterró debajo del árbol una caja repleta de tesoros de oro y plata.

3 A pesar de ese intento, Tokubei continuó angustiándose tanto por los posibles ladrones que acabó enfermando. Su esposa lo convenció de viajar a Matsuno-yama para bañarse en los manantiales de aguas termales, ya que eso seguramente lo sanaría.

4 Entonces, Tokubei partió hacia Matsuno-yama. Un día, mientras se bañaba en las aguas termales, oyó una voz que cantaba: —En Geiha hay un árbol de camelias que tiene ramas de plata y hojas de oro.

5 El corazón de Tokubei palpitó con fuerza en su pecho. ¿Cómo podía alguien saber acerca de su tesoro enterrado? Casi histérico por el pánico, volvió de prisa a su casa y fue directamente a ver el árbol de camelias. Tal como decía la canción, el árbol resplandecía con ramas de plata y hojas de oro. Tokubei se desmayó de la impresión.

6 Desde entonces, la salud de Tokubei empeoró rápidamente. Poco antes de morir, le confesó a su esposa el secreto del tesoro escondido. Después del funeral de su esposo, la mujer entró en el matorral de bambúes. Pero el árbol de camelias se veía como siempre y, aunque cavó muy profundo, la mujer no encontró nada enterrado debajo de la tierra.

Preguntas de comprensión de la lectura

1. **¿Qué tipo de persona era Tokubei al comienzo del cuento?**
2. **¿Cómo cambió Tokubei inmediatamente después de que se casó y tuvo un hijo?**
3. **¿Qué efecto tuvo la visita a Matsuno-yama en el personaje Tokubei?**
4. **Describe el cambio general que experimenta el personaje de Tokubei al final del cuento.**

____/4

Nombre ________________________________ Fecha ____________________

Instrucciones: Lee el pasaje y responde las preguntas. Escribe tus respuestas en una hoja de papel aparte o en el reverso de esta hoja.

Un año para pensar

1 Cuando sonó el despertador a las 5:00 de la mañana, afuera todavía estaba oscuro. Era el primer día de trabajo de Jim en la fábrica de vidrio Pittsburgh Plate Glass, donde su papá se ganaba la vida desde hacía más de 20 años. La tarea era simple pero agotadora: levantar una bolsa de carbonato de sodio que pesaba 40 libras y llevarla de un lugar a otro; repetir hasta que llegara la hora de irse. Jim se quedó dormido en el automóvil mientras su padre conducía de regreso a casa.

2 Jim había completado el primer año de la universidad pero decidió abandonar los estudios por un tiempo. No estaba seguro de lo que quería hacer y, además, sentía que malgastaba el dinero de su padre, ya que iba continuamente a fiestas y a partidos de fútbol americano pero solo de vez en cuando a alguna clase.

3 Un año más tarde, mientras volvían del trabajo en automóvil por última vez, el padre de Jim comenzó a hablar sobre las frutas y los tomates maduros de su huerto.

4 —Si quieres, puedo desmalezar el huerto —se ofreció Jim—. No es necesario, Jimmy —dijo el padre—. Mejor ve a buscar a tus amigos para jugar al básquetbol.

5 —La semana próxima ya estaré de regreso en la universidad y podré jugar cuantas veces quiera —repondió Jim.

6 Jim trabajó a la par de su padre durante una hora, desmalezando los vegetales y recolectando ciruelas. Ahora era mucho más fuerte, y un día entero en la fábrica ya no lo agotaba. Pero sí estaba cansado de trabajar en algo tan aburrido y sentía que era hora de retomar los estudios.

7 Esa noche, durante la cena, Jim anunció sus planes. —He ahorrado suficiente dinero para pagar la universidad y planeo trabajar algunas horas como tutor.

8 —Eres muy listo, Jimmy. Llegarás muy lejos —dijo la madre.

9 —Si ingreso en la facultad de medicina, quizás papá pueda jubilarse antes —señaló Jim.

10 —Y así podré dedicar más tiempo a mi huerto —respondió el papá, sonriendo.

Preguntas de comprensión de la lectura

1. **¿Qué tipo de persona era Jim antes de trabajar en la fábrica Pittsburgh Plate Glass?**
2. **¿Por qué Jim decidió abandonar la universidad? Encierra en un círculo la oración que te lo indique.**
3. **¿En qué era diferente Jim después de un año de trabajo? Describe <u>dos</u> cambios que experimentó.**
4. **¿Cuál es la actitud de Jim hacia sus padres al final del cuento?**

____/5

Nombre ______________________________ Fecha ________________

Usar pronombres

A. Instrucciones: Lee las oraciones y encierra en un círculo quiénes realizan la acción (los sujetos) . Luego escribe el pronombre que sustituye a los segundos nombres.

1. __________________ Después de que los estudiantes fueran al museo, los estudiantes comieron en el parque.

2. __________________ Su hermana pequeña insistió en resolver sola el problema. Su hermana pequeña lo consiguió después de pensarlo mucho.

3. __________________ Las jugadoras entrenaron mucho esta temporada. Las jugadoras ganaron casi todos los partidos.

4. __________________ Las profesoras y los profesores tuvieron una junta. Las profesoras y los profesores hablaron del nuevo curso.

B. Instrucciones: Inventa una oración para cada uno de los pronombres que escribiste arriba. Encierra en un círculo el pronombre. Si usas otros pronombres en tus oraciones, enciérralos también en un círculo.

1. ____

2. ____

3. ____

4. ____

Nombre ______________________________ Fecha ______________

Usar apropiadamente pronombres personales, posesivos y demostrativos

Instrucciones: Lee las oraciones y encierra en un círculo los pronombres correctos.

1. Las dos escaladoras llegaron a la cima de la montaña donde (ella, ellas, ellos) acamparon durante la noche.

2. Mi hermano es más alto que el (suya, tuyos, tuyo).

3. La niña se cepilló su largo cabello hasta que (este, esa, aquellos) quedó brillante.

4. Lisa llegó tarde a la escuela porque (él, ustedes, ella) se quedó dormida.

5. Carlos se compró un suéter muy parecido al (tuyo, suya, nuestros).

6. Este es el lugar de Marcos. ¿Es (esta, esa, aquella) su mochila? Sí, esta es la (nuestras, suyo, suya).

7. Roberto buscó nuestra tarea. Solo pudo encontrar la (mía, nuestros, suyo).

8. Lucy y (usted, yo, ustedes) llevamos nuestros sacos de dormir al campamento.

9. Rompí un plato por accidente. (Este, Esa, Aquellos) es el que rompí.

10. Los animales se comieron todo. (Ellos, Nosotros, Usted) estaban hambrientos.

Nombre ______________________________ Fecha ______________

Usar apropiadamente pronombres indefinidos, relativos, interrogativos y reflexivos

Instrucciones: Lee las oraciones y encierra en un círculo los pronombres incorrectos. Luego vuelve a escribir cada oración con el pronombre correcto.

1. El cuadro donde vimos en el museo era de un pintor italiano, la cual vivió en el s. XV.

____

2. Anja y Diana son buenas amigas. Ellos nos fueron a tomar un helado.

____

3. En la votación nadies votó por el nuevo candidato.

____

4. Hubo muchos personas en la fiesta y vi a alguno conocidas.

____

5. Necesitamos ayuda. Hay bastantas cosas por hacer.

____

Nombre ______________________________ Fecha ______________

Demostrar dominio de las convenciones del español

Instrucciones: Lee la carta siguiente a la directora del colegio. Luego vuelve a escribirla usando español estándar para corregir todos los errores.

Hola Sa. Walters:

Le pongo estas líneas pá pedirle su ayuda pararreglar un problema en la escuela que molesta a nuestra clase. Nuestra puerta de clase no tié ventana. Algunas veces cuando habrimos la puerta, accidentalmente atizamos a la persona questá del otro lao. Es que no podemos verla.

Te pido que por fis reemplaces mi puerta con otra que tiene ventana. Si la puerta tuvo ventana, podemos ver si habemos alguien en el otro lado y no golpeamos a nadie por accidente, y todo el mundo tan feliz.

Espero que se lo piense.

Adiós,

Emily Barnes

Walters:

Le, pongo estas líneas pedirle su ayuda un problema en la escuela que molesta a nuestra clase. clase no ventana. Algunas veces cuando la puerta, a la persona del otro no podemos verla.

pido que mi puerta con otra que ventana. Si la puerta ventana, ver si alguien en el otro lado y no a nadie por accidente, y

Espero que se lo piense.

Emily Barnes

Nombre ______________________________ Fecha ______________

Usar comas, guiones y paréntesis

A. Instrucciones: Lee las oraciones. Luego vuelve a escribirlas en las líneas de abajo, añadiendo comas, guiones o paréntesis para delimitar los elementos no restrictivos.

1. James Madison que medía 5 pies 4 pulgadas 1.62 metros fue el presidente más bajo de Estados Unidos.

____

____

2. Las cuatro ciudades Nueva Orleans, Nueva York, San Francisco y Boston son lugares divertidos para visitar.

____

____

3. Mi abuela cocinó galletas de chocolate ¡mis favoritas! cuando fuimos a visitarla.

____

____

B. Instrucciones: Escribe una oración que use comas, otra oración que use guiones y otra que use paréntesis para delimitar elementos no restrictivos.

1. ____

____

2. ____

____

3. ____

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Nombre ______________________________ Fecha ________________

Consultar materiales de referencia de ortografía

Instrucciones: Piensa en una palabra que encaje con cada descripción y escríbela en la línea. Busca la palabra en un diccionario impreso o digital o en otra referencia disponible. Comprueba la palabra para asegurarte de que la has escrito correctamente. Corrige tu ortografía si es necesario.

1. ________________ Un médico que se especializa en cuidar y curar animales

2. ________________ La sala de una escuela donde los estudiantes practican deportes

3. ________________ Una palabra para algo que no se mueve; por ejemplo, una "bicicleta ________________ "

4. ________________ Un tipo de reptil que puede cambiar el color de su piel para camuflarse con el ambiente que le rodea

5. ________________ Un olor agradable parecido a un perfume

6. ________________ Un condimento de color blanco que las personas ponen en los sándwiches, algunas veces con ketchup y mostaza

7. ________________ El aparato eléctrico que limpia las alfombras o los suelos usando succión