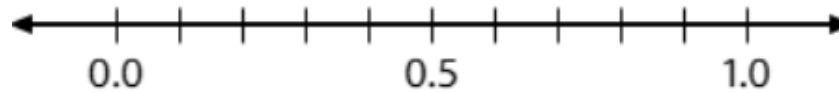


Day 1:



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+ ÷ Day 1:  
- ×





## Day 1: Author's Purpose

# Author's Purpose

An author's purpose is his or her reason for writing a text. Knowing the purpose helps you recognize the author's message.

If the author's purpose is to . . .

**Persuade**



then the author wants readers to think or act in a certain way.

**Inform**



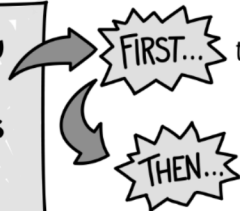
then the author wants to share information about a topic.

**Entertain**



then the author wants readers to enjoy a story.

**How can you figure out the author's purpose?**



**FIRST...** think about the genre.

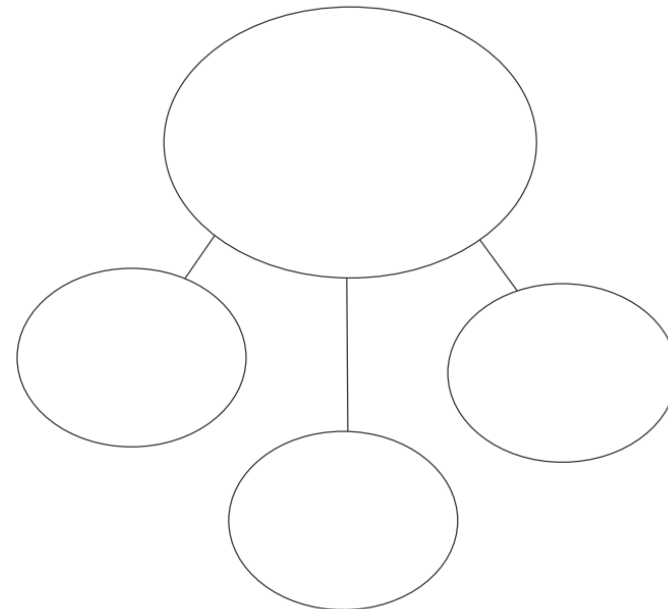
**THEN...** ask questions about what you read and find answers.

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## Day 1: Main Idea & Details

### Main Idea and Details





## Day 2 - Columbian Exchange

The Columbian Exchange



Source: OER Project, <https://www.oerproject.com/OER-Materials/OER-Media/HTML-Articles/Origins/Unit6/The-Columbian-Exchange/650L-2/17/2026>




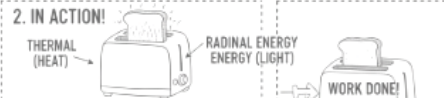
## Day 4 - Colonial Regions





### Day 4: Energy Transformation

1. START  
 ELECTRICAL ENERGY

2. IN ACTION!  
 THERMAL (HEAT)    RADIANT ENERGY (LIGHT)

WORK DONE!

My Device: \_\_\_\_\_

My Explanation: \_\_\_\_\_

**Example:**

**Your Item:**

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### Day 5: Conductors, Insulators

**Conductors** (allows electricity to flow through):



**Insulators** (do not allow electricity to flow through):



Enrichment Activity - Geographer

# FIFTY STATES MAP



REPRODUCIBLE 23

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## Article

### A Geologist in Training



After Hazel received a sparkling geode for her birthday, she wanted to learn as much as she could about rocks and minerals. Her father said she “caught the geology bug.” She had so many important questions. For example, she wondered, What did rocks consist of, and what chemical compounds could be found in minerals?

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At the library, Hazel found several thick, serious-looking geology books that could provide answers to her questions. Sometimes she found direct answers. Usually, though, she had to draw her own conclusions from the information she discovered.

Hazel’s intense study of geology paid off. Soon, she became an expert on rocks and minerals, and she was excited to share her knowledge with everyone around her. She informed her friends about how molten lava and magma hardened to form igneous rocks. She told her family how pressure and heat combined to form metamorphic rocks. She wrote a report for school about sedimentary rocks that were made from fossils. She could describe the luster of a shiny gemstone, as well as the crystals that made up its internal structure.

10

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Hazel did her own field research too. She hiked along riverbanks in search of rare rock formations and photographed clusters of unusual stones. The more Hazel learned about geology, the more she wanted to know.

“I’m going to study hard and go to college,” Hazel decided. “That way, I can become a geologist when I grow up.”

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