

# LEARN

A NETWORK *of* COLLEGE PREP ELEMENTARY SCHOOLS

## Grade 8

### Home Learning Packet

The contents of this packet contain 10 days of activities in paper copy. Students should be complete this packet, along with the lessons through their math/reading *online* programs daily. If students complete the packet before our next round, they should continue using their online math and reading programs for 45 minutes per day per program unless otherwise specified by your campus.

### Chicago Public Library Access

*\*Chicago residents only*

Don't Have a Chicago Public Library Card <i>* Children under 14 must have a guardian apply with them</i>	Already have a Chicago Public Library card
1.) Apply for an eCard at <a href="https://tinyurl.com/LEARNCPCLcard">https://tinyurl.com/LEARNCPCLcard</a> 2.) Access eBooks, audible books, and other online resources 3.) Check out other resources at <a href="https://chipublib.overdrive.com/">https://chipublib.overdrive.com/</a>	1.) Go to: <a href="https://www.chipublib.org/">https://www.chipublib.org/</a> 2.) Select: "Browse" 3.) Choose "eBooks" under "By Format" 4.) Check out other resources at <a href="https://chipublib.overdrive.com/">https://chipublib.overdrive.com/</a>

### North Chicago Public Library Access

*\*Public Library Access for all Users*

<http://www.ncplibrary.org/>

Select: Kid's Corner

Select: TumbleBook Library

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(Student Name)

# LEARN Charter Schools Reading Log

Name: \_\_\_\_\_ Week Of: \_\_\_\_\_

**Directions:** Record the amount of time you read each day.

At home reading goal:

- I will read at least 45 minutes at home five times a week.

[illegible]

Day	Date	Title	Genre	Page Started	Page Finished	Total Time

## Weekly At-Home Reading Tally

Day	Number of Minutes
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
<b>Total Minutes This Week</b>	

Teacher Initials for Meeting Weekly Goal: \_\_\_\_\_

☐ Your Weekly Goal is **225** minutes. Did you meet your goal? \_\_\_\_\_

☐ Did you exceed your goal? \_\_\_\_\_  
If yes, by how many minutes? \_\_\_\_\_

☐ What is your favorite book you read this week? Why was it your favorite?

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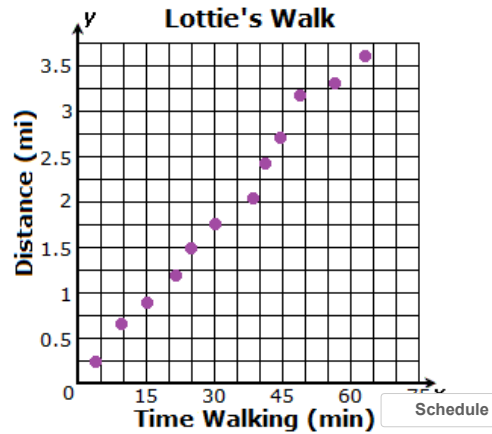
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Day 1

# Study Island 8th Grade Math - Scatter Plots

## Question 1 .

The scatter plot below shows the distances Lottie traveled on different morning walks.

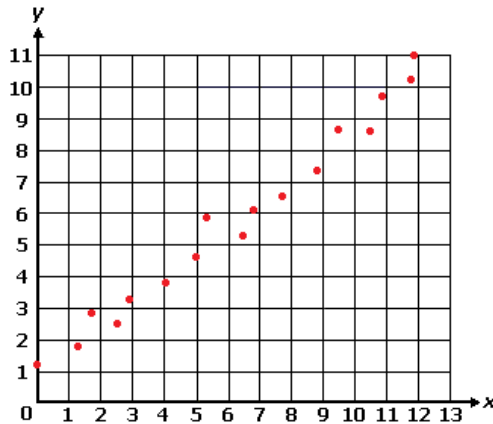


Which type of association best describes the relationship between the times Lottie walked and the distances she traveled?

- ☐ A. positive and negative association
- ☐ B. positive association
- ☐ C. negative association
- ☐ D. no association

## Question 2 .

Which of the following best describes the relationship between the variables on the scatter plot below?



- ☐ A. nonlinear association
- ☐ B. linear and nonlinear association
- ☐ C. linear association
- ☐ D. no association

## Lesson 7

## Active and Passive Voice



## Introduction

Sentences can be stated in the active voice or the passive voice.

- In the **active voice**, the subject of the sentence clearly *performs* the action.

**subject**    **action**  
 [Maddy] won the All-Around Student Achievement Contest.

- In the **passive voice**, the subject *receives* the action expressed by the verb. The verb consists of a form of the helping verb *be* plus the past participle of the main verb.

**subject**                      **helping verb**    **past participle**  
 The [All-Around Student Achievement Contest] was won by Maddy.

- In the passive-voice sentence example, the subject of the sentence changed, but the overall meaning did not. Maddy performed the action of winning, but she was not the subject. The contest, which was the direct object of the action in the first sentence, is the subject of the second sentence.



## Guided Practice

**Underline the simple subject in each sentence. Then write A for active or P for passive to identify the voice of each sentence.**

## Hint

In the passive voice, the person who performs the action isn't always identified.

## Example:

The award will be presented on Friday. The sentence doesn't tell *who* will present the award. *Award* is the simple subject, but it doesn't perform the action.

- Maddy is considered one of the best writers in school. \_\_\_\_\_
- She writes amazing articles for the school newspaper. \_\_\_\_\_
- Her report on ways to reduce waste in the cafeteria was chosen as Article of the Year. \_\_\_\_\_
- This year's spring play was also written by Maddy. \_\_\_\_\_
- The eighth grader even excels in math and science. \_\_\_\_\_
- Last year, she received a chance to go to Science Camp in Washington, DC. \_\_\_\_\_
- Camp applications were distributed to all students. \_\_\_\_\_
- Many students took advantage of the opportunity and applied. \_\_\_\_\_



## Independent Practice

**For numbers 1 and 2, which is the best way to change the voice in each sentence from active to passive without changing the meaning?**

- 1** The committee chose three students to attend Science Camp.
- A** Science Camp was chosen for three students to attend.
  - B** Three students were chosen by the committee to attend Science Camp.
  - C** Science Camp was chosen for three students by the committee.
  - D** Three students who attended Science Camp were chosen by the committee.

- 2** The Science Camp sent the students a letter of acceptance.
- A** The Science Camp was sent a letter of acceptance for the students.
  - B** A letter of acceptance to the students was received from the Science Camp.
  - C** A letter of acceptance was received by the Science Camp for the students.
  - D** The students were sent a letter of acceptance by the Science Camp.

## Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

Number  
Correct

4

**For numbers 3 and 4, which is the best way to change the voice in each sentence from passive to active without changing the meaning?**

- 3** Music Camp was applied to by more students than to Drama Camp this year.
- A** More students applied to Music Camp than to Drama Camp this year.
  - B** More students will apply to Music Camp than to Drama Camp this year.
  - C** More students applied to Drama Camp than to Music Camp this year.
  - D** Music Camp had more students apply to it than to Drama Camp this year.
- 4** Maddy, a smart and friendly girl, is liked by everyone.
- A** Maddy, a smart and friendly girl, will be liked by everyone.
  - B** Maddy, who is a smart and friendly girl, likes everyone.
  - C** Everyone likes Maddy, a smart and friendly girl.
  - D** Everyone is liked by Maddy, a smart and friendly girl.

## Day 1

**Directions:** Think about one of your favorite holiday-related memories. Write an essay describing it and tell why it is so unforgettable.

[illegible]

## Current Events Log

### Day 1

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

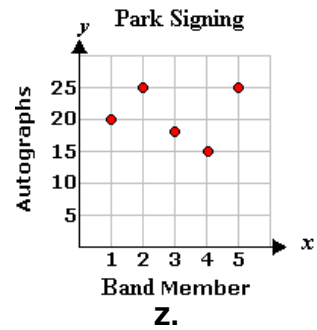
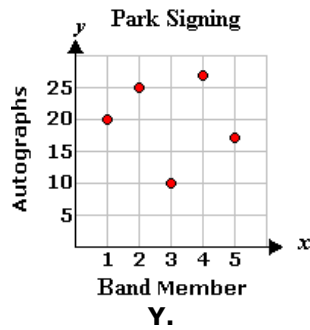
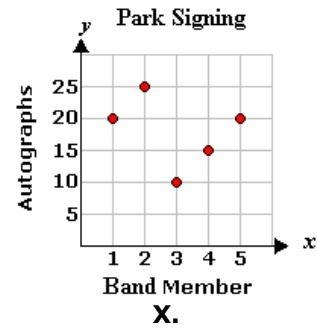
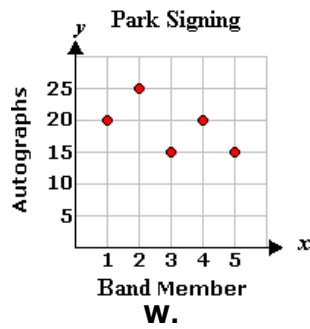
This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Day 2

## Question 3 .

Five members of a punk band were at the local skatepark, signing autographs. The table below shows the number of autographs signed by each band member during the first hour. Which scatter plot matches the table?

Band Member	Autographs
1	20
2	25
3	15
4	20
5	15

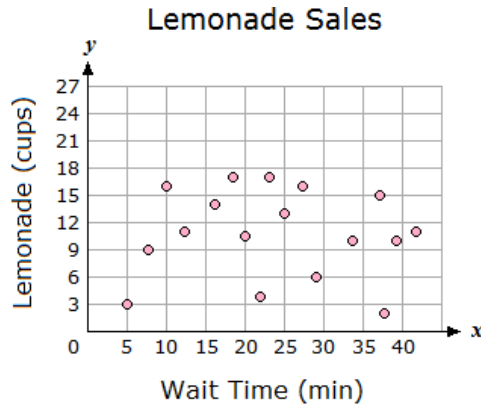


- ☐ A. W
- ☐ B. Z
- ☐ C. Y
- ☐ D. X

## Question 4 .

At an amusement park, a lemonade stand was next to a roller coaster.

Throughout the day, people who got off the ride and purchased lemonade were asked how long they had to wait in line for the roller coaster. The results are shown in the scatter plot below.



Which statement is supported by the data in the scatter plot?

- ☐ A. As the wait time increases, the number of cups of lemonade sold tends to increase.
- ☐ B. There is no relationship between the wait time and the number of cups of lemonade sold.
- ☐ C. As the wait time increases, the number of cups of lemonade sold tends to stay the same.
- ☐ D. As the wait time increases, the number of cups of lemonade sold tends to decrease.

## Lesson 13

# Using Context Clues



### Introduction

Sometimes as you read, you may come to a word or a phrase that you don't understand. Often, you can determine the meaning of an unfamiliar word from its context, the words and sentences around it.

- Different kinds of context clues help readers figure out the meanings of words.

Context Clue	Signal Words	Example
<b>Definition</b>	<i>is, or, which is, means</i>	The land pulls in opposite directions along a <u>fault</u> , which is a crack in the earth's crust.
<b>Example</b>	<i>for example, for instance, such as</i>	Geoscientists, <u>such as geologists and seismologists</u> , study earthquakes.
<b>Comparison</b>	<i>like, similar, also, as well</i>	Like a large earthquake, smaller <u>seismic</u> events may also be destructive.
<b>Contrast</b>	<i>but, or, yet, in spite of, however, whereas, although</i>	In <u>spite of</u> the chaos caused by an earthquake, <u>order is eventually restored</u> .

- A word's position and function in a sentence can also be a clue to its meaning. What is the meaning of *geometrogomy* in this sentence?

Scientists measure the geometrogomy of earthquakes.

*Geometrogomy* isn't a real word! But if it were, you could figure out something about its meaning from its use in the sentence. Since it comes after the word *the*, you know that *geometrogomy* is a noun. And because of its use in the sentence, you also know that it is probably an observable "thing"—something scientists can measure.



### Guided Practice

**Underline the context clue that can help you figure out the meaning of each underlined word or phrase. Write the meaning on a separate piece of paper.**

#### Hint

A context clue is often in the same sentence as an unfamiliar word. The clue may also be in a sentence that comes before or after the sentence that includes the difficult word.

Before they strike land, tornadoes can often be detected by Doppler radar, an electronic system that measures wind speeds. A tornado begins when a wind system forms a huge vortex. This formation is similar to water swirling toward a drain. This condition may trigger multiple tornadoes, which may occur simultaneously or one after the other. Whereas many regions are fairly safe from tornadoes, others are susceptible to them. Communities in tornado-prone areas try to mitigate their risk. For instance, they establish public warning systems.



## Independent Practice

For numbers 1–4, use context clues to answer the questions about each paragraph.

The wind velocity, or speed of motion, in a violent tornado can reach 300 miles per hour. The effects of such a storm can be catastrophic, killing people and destroying wildlife. Within as little as a few seconds, a tornado can devastate a town in its path.

**1** What does the word velocity mean in the paragraph?

- A** position
- B** change in direction
- C** swiftness
- D** size of something

**2** What does the word catastrophic mean in the paragraph?

- A** dynamic
- B** productive
- C** tragic
- D** plentiful

## Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

Number  
Correct

4

When weather forecasters predict a tornado, it is advisable for people threatened by the storm to find safe shelter. If the storm destroys property, emergency workers will do their best to accommodate storm victims. For example, they will set up shelters for those who lost homes.

**3** What does the word accommodate mean?

- A** to provide with something needed
- B** to soothe and comfort
- C** to give necessary information
- D** to investigate in order to report on

**4** What words from the paragraph helped you figure out the meaning of accommodate?

- A** "When weather forecasters predict a tornado"
- B** "people threatened by the storm"
- C** "emergency workers will do their best"
- D** "set up shelters for those who lost homes"

## Day 2

**Directions:** What is your favorite food? Describe it as if you were introducing it to someone who has never seen or tasted it.

[illegible]

## Current Events Log

### Day 2

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

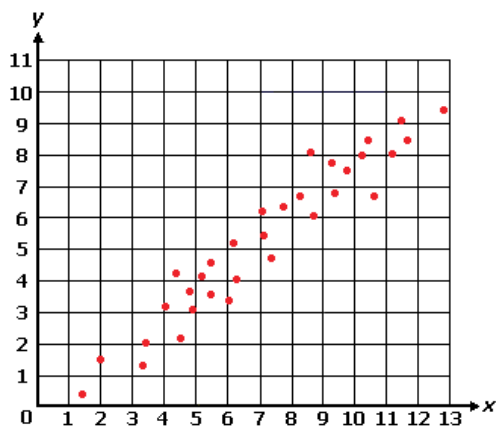
[illegible]

Day 3

Question 5 .

Day 3

Which of the following best describes the relationship between the variables on the scatter plot below?

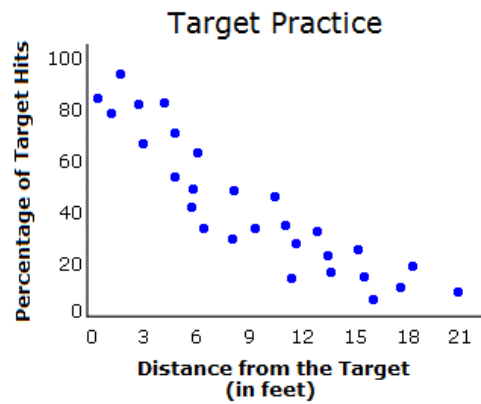


- ☐ A. non-linear association
- ☐ B. linear and non-linear association
- ☐ C. linear association
- ☐ D. no association

Question 6 .

Day 3

At a children's archery camp, the percentage of target hits at different distances from the target for several students were recorded. The data is shown in the scatter plot below.



Which of the following can be interpreted from this data?

- ☐ A. There is both a positive and a negative association between the distance from the target and the percentage of target hits.
- ☐ B. There is no association between the distance from the target and the percentage of target hits.
- ☐ C. There is a negative association between the distance from the target and the percentage of target hits.
- ☐ D. There is a positive association between the distance from the target and the percentage of target hits.



Read the story. Use the Study Buddy and the Close Reading to guide your reading.



Being aware of a character's feelings and how they change may help me figure out the theme of this story. So I'm going to underline words at the beginning and end of the story that reveal Angie's feelings.

## Close Reading

Like many characters, Angie changes from the beginning to the end of the story. **Circle** text at the end of the story that reveals how she is different.

Look at the text you've underlined and circled. **Draw an X** next to the point in the story where it's clear that Angie has changed.

Genre: Realistic Fiction

## One Word of Advice by Charles Mills

- 1 Angie was worn out preparing for the school career fair, which was her brainchild and her responsibility. She'd spent hours researching companies, contacting executives, and making sure the school had the technological capability to handle state-of-the-art presentations. With three days to go, she whisked into the media center and greeted her friend with, "Karim, I've been multitasking like crazy, and I still can't imagine how I'll get everything done."
- 2 Karim leaned over and said, "Delegate. Plenty of friends have offered their help, and you need to take them up on it."
- 3 Angie winced and clutched her clipboard more tightly. Deep down she was certain she was the only person who could get everything right. But Karim grabbed Angie's clipboard from her and flipped through the pages. "So. What seems most overwhelming to you?"
- 4 Angie groaned and sighed. Then she responded, "I'm not really sure how to evaluate the server's capabilities or the sound system's amplitude, and I don't know when I'm going to put together the introductory video."
- 5 Karim nodded, pulled a few pages out of the stack, and penciled names on each one. Then he handed them to Angie, and said, "I know people. Now delegate."
- 6 On the day of the fair, Angie looked as if she were having the time of her life when Karim saw her.
- 7 "Oh, Karim, did you see Danny's introductory video? Wasn't it fantastic? I could never have come up with that myself," she gushed. Angie realized that she needed to give credit where credit was due.
- 8 "From now on, call me Angie the Delegator; the best thing I ever did was hand that clipboard to you!"



## Hints

Which sentence matches the author's description of Angie's actions and attitudes?

Which sentence describes Angie's attitude at the end of the story?

Which details best support the important theme of the story?

**Use the Hints on this page to help you answer the questions.**

- 1** At the beginning of the story, what is Angie's attitude?
  - A** She is frustrated by the lack of help she gets from her friends.
  - B** She trusts only Karim for reliable help and advice.
  - C** She thinks she's the only one competent to organize the event.
  - D** She is glad to be part of a team working on a project.
- 2** Which of the following sentences best describes an important theme about responsibility as described in "One Word of Advice"?
  - A** A strong leader bravely faces all challenges.
  - B** Good leaders trust others to do good work.
  - C** Seeking help is the last resort of a real leader.
  - D** People would rather give advice than lend a hand.
- 3** Select two pieces of evidence from "One Word of Advice" that support the correct answer to question 2. Check the boxes of your two choices.
  - ☐ "which was her brain child and her responsibility"
  - ☐ "'I've been multitasking like crazy'"
  - ☐ "the only person who could get everything right"
  - ☐ "'I could never have come up with that myself'"
  - ☐ "'how to evaluate the server's capability or the sound system's amplitude'"
  - ☐ "the best thing I ever did was hand that clipboard to you"

## Day 3

**Directions:** The weather outside is beautiful for the first time in weeks. Persuade your teacher not to assign any homework so that you'll have time to go out to play.

[illegible]

## Current Events Log

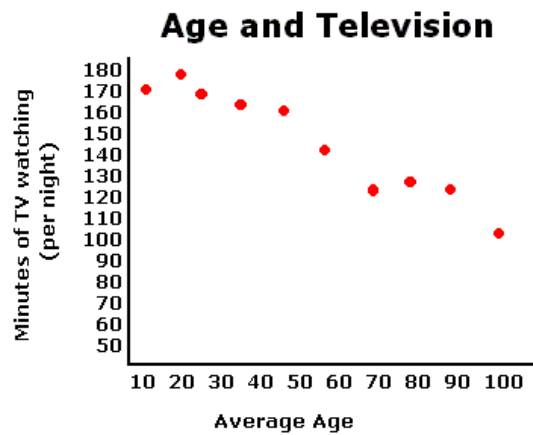
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[illegible]

Day 4

## Question 7 .

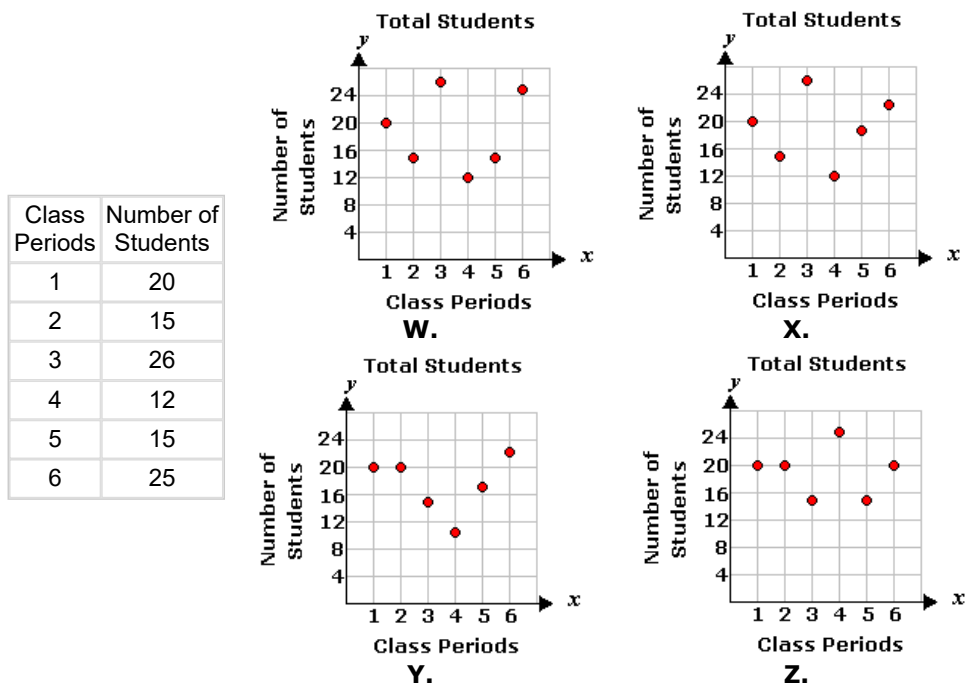


What can be concluded from the scatter plot above?

- ☐ A. The older a person gets, the less television he or she watches.
- ☐ B. There is no relationship between age and television watching.
- ☐ C. The older a person gets, the more television he or she watches.
- ☐ D. As a person gets older, their taste in television shows changes.

## Question 8 .

Ashley counted the students in each of her classes on Friday. The table below shows the number she counted each period. Which scatter plot matches the table?



- ☐ A. W
- ☐ B. X
- ☐ C. Y
- ☐ D. Z



Read the story. Then answer the questions that follow.

## from “The Canoe Breaker”

*by Margaret Bemister*

1 Once in a certain tribe there was a young man who had no name. For it was the law in that tribe that every youth had to do some deed that would give to him his name. This young man had tried in many ways to do something that would make the chief tell him that he was a great warrior. Several times he had tried to kill a bear, but had failed. He had gone forth in battle, hoping to kill some powerful enemy, but no one had fallen under his tomahawk. He had gone on long hunting trips, hoping to bring home the skin of some wild animal, but had always returned empty-handed. So his brave, young heart felt very sad, for the young men of the tribe laughed at him for not having won a name for himself.

2 One summer day, the tribe left their camp on the lake shore and went back among the hills on a hunting trip. After they had gone some distance, the young man left the others and wandered off by himself, hoping that this time he would kill some animal, and so be no longer scorned by his companions. He tramped for many hours through the forest and over the hills, without catching sight of anything. At length, he climbed one hill which was higher than the others, and from here he could see the small creek which flowed through the hills down to the lake. As he was looking at it, he thought he saw some dark objects along the shore of the creek. They seemed about the size of canoes. He scanned the hills anxiously, and at length could see a band of Indians making their way along the trail made by the hunters in the morning.

3 At once the young man knew there was great danger ahead, for these Indians, the Shuswaps, were the enemies of his tribe and now were following their trail, and when they found them, they would kill them. Quickly the young man made his way down the hill, and through the forest to the spot where the hunters had camped for their evening meal. Running up to them, he cried, “Return at once to your lodges. Our enemies are now on our trail. They are in the forest on the other side of this hill. I shall return and delay them while you reach your lodges in safety.”

4 Then, without waiting for a reply, he turned and ran back in the direction from which he had come. By short cuts through the hills, he made his way to the creek and found, as he expected, that the Indians had left their canoes tied at its mouth. Seizing his tomahawk, he began to break the canoes, and soon had a hole made in all of them except one. Leaving the creek, he mounted the hill and from there could see the Shuswaps. He began to wave his arms and call wildly to attract their chief. At last they noticed him and began to make their way towards him. The young man was delighted, for now he knew that his tribe could escape in safety, while their enemies were returning towards the creek. Soon the Shuswaps neared the top of the hill, and he knew he must think of some plan to delay them here. Suddenly he dropped to the ground and lay there as though insensible. With a run the Shuswaps gained the summit and surrounded him. He lay face downwards with his arms stretched out. They turned him over on his back and peered into his face. Not a muscle moved; not even his eyelids quivered. Then the chief bent over him and felt his heart. “He [is not dead], he said, “but the Great Spirit has called his spirit to go on a long journey. . . . Let us place his body under the pine-trees, there to await the return of the spirit.”



5 The Indians lifted the body of the young man, carried it to a clump of pine-trees and laid it down. Then they walked some yards away and held a council.

6 As soon as they were a safe distance away, the young man jumped up. He ran down the hill, and reaching the canoes, jumped into the unbroken one and began to paddle down the creek.

7 The Shuswaps turned and saw him. With fierce cries, they began to race down the hillside, and when they arrived at the spot where they had left their canoes, and saw what had happened, they filled the air with their angry yells. The young man was now out on the lake in the canoe, and they were unable to follow him, as all the other canoes were wrecked. They ran angrily along the lake shore, thinking he would land on their side, but instead, he made his way across the lake to the other side.

8 When the young man reached the shore, he again seized his tomahawk, and this time broke the canoe with which he had saved his life. The defeated Shuswaps, standing on the shore, saw him do this, and again they filled the air with their angry yells. There was nothing for them to do but to return to their camp, while the young man made his way along the lake shore to the village of his tribe. When he reached there, he found that he was no longer a man without a name. His brave deed had won for him the name of Kasamoldin—the canoe breaker—and ever afterwards in his tribe, and to others, he was known by this name.

Answer the questions. Mark your answers to questions 1–3 on the Answer Form to the right.

### Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

Number  
Correct

3

**1** A central theme of this story is that great deeds arise from seeing how to best use our unique strengths and abilities. Which sentence from the story **best** illustrates this theme?

- A** "He had gone forth in battle, hoping to kill some powerful enemy, but no one had fallen under his tomahawk."
- B** "Seizing his tomahawk, he began to break the canoes, and soon had a hole made in all of them except one."
- C** "The Indians lifted the body of the young man, carried it to a clump of pine-trees and laid it down."
- D** "There was nothing for them to do but to return to their camp, while the young man made his way along the lake shore to the village of his tribe."

## Day 4

**Directions:** Because of your teacher's seating chart, you're not going to be able to sit next to your friend all year! Persuade your teacher to let students choose their seats.

[illegible]

## Current Events Log

### Day 4

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

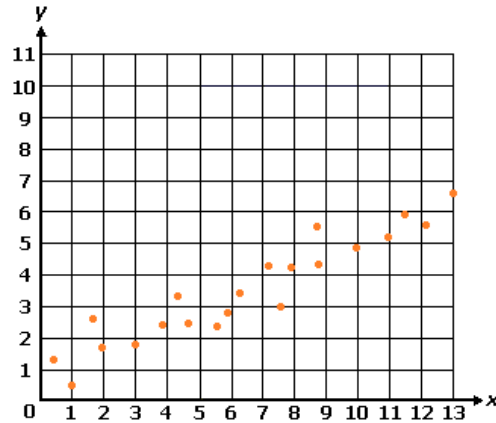
[illegible]

Day 5

# Day 5

## Question 9 .

Which of the following best describes the relationship between the variables on the scatter plot below?

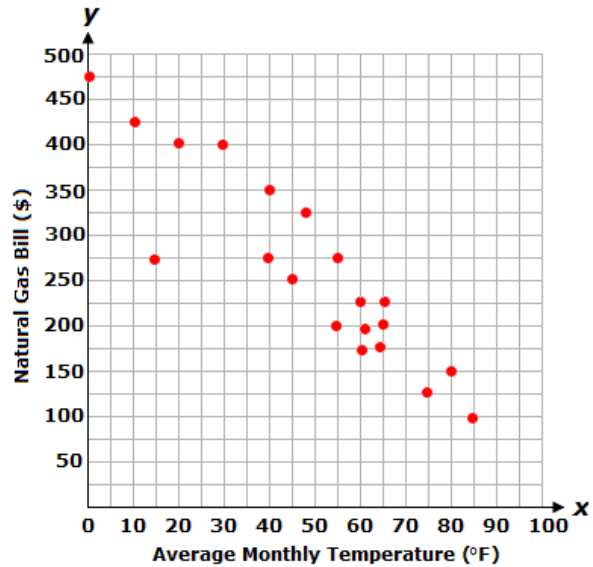


- ☐ A. positive association
- ☐ B. positive and negative association
- ☐ C. no association
- ☐ D. negative association

## Question 10 .

**Directions:** Select the correct text in the table.

The scatter plot shows the average monthly temperature outside and the cost of the natural gas bill for a business over 20 months.



Decide whether the statement in each row is true or false.

There is a cluster around the point (60 , 200).	True	False
There is an outlier at the point (15 , 275).	True	False
The data shows a positive association between the average monthly temperature and the natural gas bill.	True	False
The scatter plot shows a non-linear association between the average monthly temperature and the natural gas bill.	True	False

Read the passage. Then answer the questions that follow.

## The Battle Picnic

*by Jonas Sellers*

- 1 [Scene: a well-furnished drawing room in a fancy Washington D.C. home, July 16, 1861.]
- 2 MANFRED [Excitedly.] Well, the war with the Confederates has finally begun! We are determined to march to Richmond, and we will certainly overcome those rebels before the month has ended. Our victory will be swift, and the rebels will learn that they should not have unleashed Pandora's box with their traitorous ways.
- 3 JENNY [Distressed.] I believed that the war had already started in April, when the Confederate soldiers fired boldly on Fort Sumter. Surely that was an easy victory for them, and thankfully no one was killed on either side. But with all the volunteers President Lincoln gathered, why would the Confederate forces try to attack us now? I have heard officials say that our display of strength would frighten the Confederates into submission. [Pausing briefly in thought.] I am anxious about beginning a war; surely, many people will be harmed by such a serious act.
- 4 MANFRED [With a knowing smile.] I believe, sister, that you are less worried about war in general than about the safety of your own dear brother. Do not waste a moment worrying on my account; we will reward those Southern soldiers with a hearty beating, bring the black sheep back into the Union, and be at restful, even boring, peace again before you notice I am gone. By fighting, we will show our strength and our well-deserved confidence because we are battling on the proper side.
- 5 JENNY When must you leave?
- 6 MANFRED I came to say farewell, dear sister, as we march as soon as we are gathered. [Manfred walks over to the window and looks out.] Look at all the fine and fancy carriages filled with townspeople, determined to travel the road with our troops. What a stirring show of public support!
- 7 JENNY [Joining him at the window.] What can they be thinking of, to so merrily follow troops into battle?
- 8 MANFRED They are thinking that the battle will offer rewarding entertainment. They are thinking they will see our troops easily march to victory, just as I am thinking.
- 9 [Scene: July 21, 1861, along the Bull Run River, near Manassas Junction; there is a mass of confusion, with sightseers grabbing baskets and jumping into carriages; soldiers running toward the road heading back to Washington, and many soldiers dead and dying on the battlefield.]
- 10 JENNY [Totally distraught, staring toward the field.] Father, where is Manfred? Can you see Manfred anywhere on the battlefield?
- 11 MR. BENJAMIN [Demandingly.] Manfred will have to take care of himself. Sit down and get settled now, quickly as you can. The road is already filled to overflowing with panicky people.
- 12 JENNY Father, this is the most horrifying experience of my life. Why did we come? Why did so many people come, to picnic at a battle?

**Go On**

- 13 MR. BENJAMIN [Squarely facing Jenny.] Look at the growing hoards of Confederate soldiers, advancing so quickly. Our troops are fleeing off the field like bats from hell, hurrying back toward Washington, dropping their goods and guns so that they can run even faster.
- 14 JENNY I do not think they are cowards, Father. Who would stand at such a show of force?
- 15 MR. BENJAMIN We must go. We can talk later. Before long, the Confederates will be chasing us back to Washington, and who could imagine what might happen if they were to apprehend us?
- 16 JENNY I knew we should not have come!
- 17 MR. BENJAMIN Yes, I see that now.
- 18 JENNY [Solemnly.] I hope that Manfred makes it home safely. I hope . . . but I am not at all certain.

- 6** This question has two parts. First, answer part A. Then, answer part B.

**Part A**

What is one central theme of “The Battle Picnic”?

- A** It is unrealistic to believe that wars are not deadly.
- B** Believing you can win is more important than actually winning.
- C** One’s attitude toward an event will affect the outcome of that event.
- D** It is important to stay calm during times of crisis.

**Part B**

Select **three** pieces of evidence that support the answer to part A.

- A** “I believed that the war had already started in April, when the Confederate soldiers fired boldly on Fort Sumter.”
- B** “I came to say farewell, dear sister, as we march as soon as we are gathered.”
- C** “What can they be thinking of, to so merrily follow troops into battle?”
- D** “Manfred will have to take care of himself. Sit down and get settled now, quickly as you can. ”
- E** “ . . . there is a mass of confusion, with sightseers grabbing baskets and jumping into carriages; soldiers running toward the road heading back to Washington, . . . ”
- F** “Father, this is the most horrifying experience of my life. Why did we come? Why did so many people come, to picnic at a battle?”
- G** “We must go. We can talk later.”

## Day 5

**Directions:** You have an idea to improve your school. Explain what it is and why on the lines below.

[illegible]

## Current Events Log

### Day 5

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Day 6

# Applying Properties for Powers with the Same Base

► Rewrite each expression as a single power.

1  $6^4 \cdot 6^4$

\_\_\_\_\_

2  $(-5^5)^2$

\_\_\_\_\_

3  $\frac{2^9}{2^5}$

\_\_\_\_\_

4  $3 \cdot 3 \cdot 3 \cdot 3 \cdot 3^2$

\_\_\_\_\_

5  $\frac{12^5 \cdot 12^7}{-12^4}$

\_\_\_\_\_

6  $\left(\frac{7^5}{7^2}\right)^2$

\_\_\_\_\_

► Evaluate each expression.

7  $\frac{4^8}{4^5}$

\_\_\_\_\_

8  $(-10) \cdot (-10)^4$

\_\_\_\_\_

9  $\left(\frac{(-3)^4}{(-3)^2}\right)^3$

\_\_\_\_\_

► What value of  $x$  makes the equation true?

10  $\frac{8^x}{8^5} = 8^7$

\_\_\_\_\_

11  $(-11)^x \cdot (-11)^4 = \frac{(-11)^{10}}{(-11)^3}$

\_\_\_\_\_

12  $(6^x)^{10} = \frac{(6^{12})^2}{6^4}$

\_\_\_\_\_

13 Explain how you solved for  $x$  in problem 12.

Read the passage. Then answer the questions that follow.

# The Gift of the Flute

*a Brule Sioux legend  
retold by Isabella Stroud*

1 Long ago, in the land of the Sioux, there was a time before the People had flutes. They had drums made of wood and animal hide, and rattles made of gourd; but they had no flutes, for they had never seen or heard one.

2 One day, a young hunter left his village to follow the fresh tracks of an elk. He carried with him a new wooden bow and a deerskin quiver holding arrows carved of wood, with fine feathers and flint stone arrowheads as sharp as glass. Into the mountains he followed the tracks of the elk, who remained always just out of sight, so that the hunter never caught a glimpse of him. The elk's tracks led deep into a forest—where, as night fell, both they and the elk disappeared.

3 As darkness filled the woods, the moon did not rise, and the hunter was forced to admit that until daybreak he was lost. He ate a little of the wasna—dried meat, mixed with berries and fat—that he carried in his deerskin pouch, and followed the sound of water to a cold stream, from which he drank. Then he wrapped himself in his fur robe and tried to sleep. But the night sounds of the forest were ones of animals calling, and owls hooting, and trees groaning, and instead of sleeping the hunter lay wakefully listening. The more he listened, the more he heard, until he realized that he was hearing a sound he had never heard before. It was a sound of wind—though not only of wind—and it was strangely lovely, yet dry and mournful, like the whistle of a ghost. And it was somewhat frightening. With a shiver, the hunter gathered his robe closer about him and took a long, long time to fall asleep.

4 When the hunter awoke with the sun, he looked up and saw wagnuka, the redheaded woodpecker, on a branch of the tree under which he had slept. The bird flitted to another tree, and to another, each time looking back as if to say, “Follow!” Again the hunter heard the lovely, strange sound of the night before, and he took up his bow and quiver and followed the woodpecker from tree to tree through the forest, until the bird came to a great cedar. There it paused on one hollow, slender branch, and began hammering with its beak at holes it had pecked in the wood. When the wind entered the holes the woodpecker had carved, the branch whistled with the lovely, strange sound. “Kola—friend,” said the hunter to the woodpecker, “permit me to take this branch back to my people!”

5 So the hunter returned to his village with no elk meat, but instead with the first flute: a gift of the tree, of the wind, of the bird, and of one who had learned how to listen.

**Go On**

**6**

This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Which of the following sentences **best** states a central theme of the story?

- A** Taking time to understand nature can lead to rewarding friendships with plants and animals.
- B** It is generally better to settle for something unimportant than to leave empty-handed.
- C** If people remain motivated and focused, they can accomplish any goal that they set out to.
- D** If people are not too focused on what they think they want, they can find unexpected surprises.

**Part B**

Which sentence from the story **best** supports the answer to part A?

- A** "Into the mountains he followed the tracks of the elk, who remained always just out of sight, so that the hunter never caught a glimpse of him."
- B** "The more he listened, the more he heard, until he realized that he was hearing a sound he had never heard before."
- C** "When the hunter awoke with the sun, he looked up and saw wagnuka, the redheaded woodpecker, on a branch of the tree under which he had slept."
- D** "Again the hunter heard the lovely, strange sound of the night before, and he took up his bow and quiver and followed the woodpecker from tree to tree through the forest, until the bird came to a great cedar."
- E** "So the hunter returned to his village with no elk meat, but instead with the first flute: a gift of the tree, of the wind, of the bird, and of one who had learned how to listen."

## Day 6

**Directions:** Explain how contributing responsibly helps or how it hurts a group when someone doesn't do his part.

[illegible]

## Current Events Log

### Day 6

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

Day 7

# Applying Properties of Negative Exponents

- Rewrite each expression using only positive exponents. The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1  $7^3 \cdot 16^{-9}$

2  $\frac{8^{-6}}{21^{-4}}$

3  $\left(\frac{7}{16}\right)^{-3}$

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4  $16^3 \cdot (-7)^{-3}$

5  $(8 \cdot 21)^{-4}$

6  $8 \cdot 21^{-3}$

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7  $\frac{11^{-7} \cdot 5^9}{6^9}$

8  $\frac{11^{-7} \cdot 5^9}{6^{-9}}$

9  $6^9 \cdot 11^{-7} \cdot 5^{-9}$

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10  $\frac{3^5 \cdot (-4)^{-10}}{7^9 \cdot 21^{-4}}$

11  $\frac{(-21)^{-4} \cdot (-4)^0}{3^{-5} \cdot 7^{-9}}$

12  $\left(\frac{3}{7}\right)^{-5} \cdot (-21)^{-4} \cdot (-4)^2$

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## Answers

$$\frac{1}{(8 \cdot 21)^4}$$

$$\frac{6^9}{11^7 \cdot 5^9}$$

$$\frac{16^3}{7^3}$$

$$\frac{7^5 \cdot (-4)^2}{3^5 \cdot (-21)^4}$$

$$\frac{21^4}{8^6}$$

$$\frac{6^9 \cdot 5^9}{11^7}$$

$$\frac{16^3}{(-7)^3}$$

$$\frac{3^5 \cdot 21^4}{7^9 \cdot (-4)^{10}}$$

$$\frac{3^5 \cdot 7^2}{(-21)^4}$$

$$\frac{8}{21^3}$$

$$\frac{5^9}{11^7 \cdot 6^9}$$

$$\frac{7^3}{16^9}$$

A student is writing a report about Christopher Columbus. Read the following paragraphs from two of the student's sources. Then answer the questions that follow.

## Article 1

Christopher Columbus was one of the most brilliant navigators in history. In 1492, he “sailed the ocean blue,” heading west from Spain and into the unknown. On October 12, he sighted land in the Caribbean Sea. He didn’t know it at the time, but he had discovered a part of the world Europeans did not know existed. He created a small settlement and then, on a second voyage in 1494, founded a Spanish colony. Four years later, he sailed south, exploring the northern coast of South America. Most importantly, Columbus found a reliable sailing route from Europe to America. He did what no man before him had done, and so changed the world forever.

## Article 2

Christopher Columbus changed the world—for the worse. The consequence of his adventures was the deaths of millions of men, women, and children living in the Americas. How did this happen? Before Columbus, Europe and the Americas had long been separated. There had been no contact of any kind for hundreds of thousands of years. Then Columbus and his followers arrived. They brought with them new people, new plants and animals, and new diseases. This so-called Columbian Exchange led to 95 percent of all Native Americans living in Central and South America dying of disease. And those who did not die of disease were made slaves by men like Columbus. Columbus knew how to sail, but his skills brought only disaster.

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**35** Which is the best summary of Article 1?

- A** Christopher Columbus was a great navigator both for discovering America and finding a sailing route from Europe.
- B** Christopher Columbus created a small settlement in the Caribbean and sailed around the northern coast of South America.
- C** Christopher Columbus changed the world by making several voyages and establishing a Spanish colony.
- D** Christopher Columbus was the first man to discover a way of sailing easily from Europe to the Americas.
- E** Christopher Columbus was important because, in sailing to America, he discovered an unknown part of the world.

**36**

Which statement from Article 2 could the student quote to explain the meaning of "Columbian Exchange"?

- A** "Before Columbus, Europe and the Americas had long been separated."
- B** "There had been no contact of any kind for hundreds of thousands of years."
- C** "They brought with them new people, new plants and animals, and new diseases."
- D** "And those who did not die of disease were made slaves by men like Columbus."

**37**

Article 1 is organized sequentially, and Article 2 has a cause-effect organization. How can the student explain why those structures are appropriate for the arguments the authors are making?

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**STOP**

## Day 7

**Directions:** Your class is having a “tell and show” day. You have to describe your item in as much detail as possible without naming it. Only when the class guesses or gives up can you show your item. Write out the description of your item.

[illegible]

## Current Events Log

### Day 7

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

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Day 8

## Multiplying and Dividing with Scientific Notation

► Find each product or quotient. Write your answer in scientific notation.

1  $(3.6 \times 10^1) \div 6$

\_\_\_\_\_

2  $(2 \times 10^2) \times (3 \times 10^1)$

\_\_\_\_\_

3  $7 \times (2 \times 10^1)$

\_\_\_\_\_

4  $(2.5 \times 10^0) \times (1.5 \times 10^1)$

\_\_\_\_\_

5  $(4 \times 10^2) \div (4 \times 10^1)$

\_\_\_\_\_

6  $45 \div (5 \times 10^0)$

\_\_\_\_\_



Read the scientific account. Use the Study Buddy and Close Reading to guide your reading.



*As I read, I'm going to look for any connotative, figurative, or technical language the author uses to describe the attributes of armadillos.*

## Close Reading

**Underline** examples of figurative language in the first and fourth paragraphs.

**Circle** words with strong connotations used to describe the armadillo.

Genre: Scientific Account

## Armadillo Attributes *By Karen Olson*

- 1 The word *armadillo* comes from a Spanish word meaning “little armored one.” The armadillo earned its name from the bony carapace that shields the armadillo’s body like hinged plates of armor. This protective covering has helped this homely mammal survive for about 55 million years.
- 2 Armadillos are related to sloths and anteaters. They may also be descendants of ancient dinosaurs. Some scientists believe modern armadillos are related to an extinct mammal called the glyptodont (GLIP-toh-dont). Like armadillos, glyptodonts originated in South America.
- 3 Today, more than 20 species of armadillos live in Central and South America. The nine-banded armadillo is the only species in the United States. It is now found in Texas, Oklahoma, Arkansas, Missouri, Louisiana, and parts of Florida.
- 4 Armadillos have many strange yet fascinating traits. In order to swim, they can swallow air to inflate their stomachs, becoming as buoyant as a balloon floating on the water. When threatened, armadillos may react defensively by jumping three to four feet into the air. Some are able to curl up into tight balls.
- 5 Armadillos have terrible eyesight, so they use their foolproof sense of smell to find food. They probe grasses, decaying logs, or sandy soil with their pointy snouts. Once they locate beetles, ants, or other insects they like to eat, they eagerly dig them out with sharp claws and trap them with narrow, sticky tongues.
- 6 Armadillos are the only mammals with protective shells. You might assume that these shells and other traits make armadillos immune from danger; however, predators such as dogs, wolves, and coyotes hunt these peaceful animals. Sadly, speeding cars and trucks can also injure or kill them. Despite these ever-present threats, armadillos continue to survive in a variety of habitats and climates.



## Day 8

**Directions:** You are given an exceptional camera. Everything you take a picture of becomes yours, but you can only take three pictures. Tell a story about the photos you take.

[illegible]

## Current Events Log

### Day 8

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

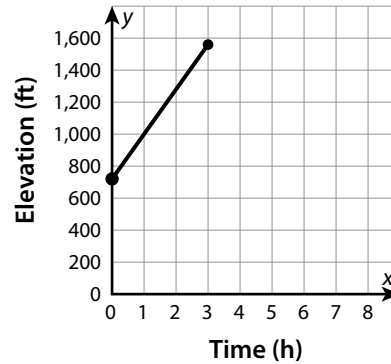
[illegible]

Day 9

# Interpreting a Linear Function

► Interpret the linear function to solve the problems. Show your work.

- 1 A group of volunteers is spending a week cleaning up the trails in the Hudson Highlands. On day 2 the volunteers begin at the point on the trail where they ended the day before. The graph shows their elevation, in feet, as a function of the number of hours they work to clean the trails.



- What does the ordered pair (1, 1000) on the graph represent?
  - The graph begins at 720 on the y-axis. What does this value represent? Is this the rate of change or the initial value?
  - By how many feet does the elevation increase for one hour of work? What does this value represent, rate of change or initial value?
  - What is the equation that represents this function?
- 2 The table shows number of people as a function of time in hours. Write an equation for the function and describe a situation that it could represent. Include the initial value, rate of change, and what each quantity represents in the situation.

Hours	Number of People
1	150
3	250
5	350

## Interpreting a Linear Function *continued*

- 3** Amber plans to cook a turkey and macaroni and cheese for a special dinner. Since she will need to use the oven for both dishes, and they won't both fit in the oven at the same time, she has to determine how much time all the cooking will take. The macaroni and cheese will take a set amount of time, while the turkey takes a certain number of minutes per pound that the turkey weighs.

The equation models the total cooking time Amber will need to prepare her dishes.

$$y = 15x + 40$$

- a. What do variables  $x$  and  $y$  represent? Use the phrase *is a function of* to describe how the two quantities relate to each other.
- b. What does the value 40 represent?
- c. What does the rate of change represent?
- d. What is the total cooking time for just the turkey if it weighs 12 pounds? How do you know?



Read the scientific account. Then answer the questions that follow.

## Animal Regeneration

*by Aleya Brown*

1       Regeneration is the ability of an organism to regrow a lost body part. All creatures have the power to regenerate lost body parts to some degree. If a human scrapes a knee or breaks a bone, for example, tissue is regenerated to heal the wound. Even a lost fingernail will regenerate over time. If the finger is severed, however, the limits of regeneration have been reached; humans cannot regrow limbs or organs. In contrast, if an earthworm is cut in half, the end of the worm with a head can grow a new tail. If the end of the worm with the tail survives, it too may grow a new tail. Unfortunately, it starves to death eventually because it cannot feed itself without a head or mouth.

2       Which creatures have strong regenerative powers? Lower animals, such as worms, lizards, spiders, and starfish, have some of the greatest regenerative powers. Crayfish, for example, have a remarkable safety device at the base of each claw and leg called a “breaking joint.” When a predator grabs a limb or claw, the appendage breaks away so the crayfish can escape. Over time, as the crayfish molts, or sheds its soft shell, the broken limb or pincer grows larger and larger until it has been completely regenerated.

3       Some animals are able to survive in large part because of their regenerative powers. A type of flatworm called planaria lives under rocks in clear creeks and streams. The flatworm has no real defense mechanisms to protect it from predators, but it can be cut into as many as 32 pieces, and each piece may form a new worm, complete with a head, eyes, and internal organs. In the case of the planaria, an event that could be fatal is turned into an awesome act of procreation.

4       Many more animals display noteworthy regenerative powers. Sharks replace lost teeth throughout their lifetimes. A single shark may grow as many as 24,000 teeth in its lifetime, ensuring a long career at the top of the food chain. Much like planaria, sea cucumbers, which have bodies that grow up to three feet long, can be cut into pieces and survive. Each piece may grow into a new sea cucumber. Spiders, like crayfish, can regrow legs. Many lizards also have “breakaway” tails that snap off when caught by predators. They then grow new ones, which lack the original spine. Starfish can lose arms and grow new ones. Sometimes an entirely new starfish can grow from a single lost arm.

5       Interestingly enough, the scales of a fish tell stories about regeneration. Much like the rings inside a tree trunk, fish scales reveal details about an organism’s past. Each scale lies in a pocket of skin and grows along with the fish. Scientists read the markings on a scale to determine the age of the fish, seasons of famine or drought, and other important information. It is often necessary to look at many scales to get a complete story, however, because scales are often lost and regenerated. These new scales lack the markings that happen over time. They are like a blank page in the history of the fish.



6 Scientists are extremely interested in regeneration because of the possible implications for healing humans. Some scientists think it is possible that higher animals retain the ability to regenerate body parts, but that the reaction triggering the body to regenerate has been lost. By studying lower animals, such as worms, spiders, and sponges, scientists hope to discover what triggers regeneration. The dream is that this knowledge could one day be used to help humans regrow internal organs and limbs. Currently, human regeneration may sound like something out of a science-fiction movie. The implications of such a discovery, however, would be so far-reaching that they are hard to fathom. For now, the miracle of regeneration is intriguing enough to keep scientists working for years to come.

Answer the questions. Mark your answers to questions 1–5 on the Answer Form to the right.

### Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

5 (A) (B) (C) (D)

**Number  
Correct**

/ 5

**1** What is the meaning of “procreation” as it is used in paragraph 3 of the passage?

- A** survival
- B** repetition
- C** cooperation
- D** reproduction

**2** Read this sentence from the passage.

Crayfish, for example, have a remarkable safety device at the base of each claw and leg called a “breaking joint.”

Which of the following best matches the author’s connotative meaning of the word “remarkable” as it is used in the sentence?

- A** unusual
- B** significant
- C** extraordinary
- D** noticeable

## Day 9

**Directions:** Imagine that you live either 100 years in the past or 100 years in the future. What is your life like?

[illegible]

## Current Events Log

### Day 9

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

Day 10

## Writing an Equation for a Linear Function from a Verbal Description

► Write an equation for each linear function described. Show your work.

- 1 The graph of the function passes through the point  $(2, 1)$ , and  $y$  increases by 4 when  $x$  increases by 1.
- 2 the function with a rate of change of  $\frac{3}{2}$  whose graph passes through the point  $(4, 10.5)$
- 3 the function with a rate of change of  $\frac{4}{5}$  that has a value of 10 at  $x = 10$
- 4 the function that has an  $x$ -intercept of  $-2$  and a  $y$ -intercept of  $-\frac{2}{3}$
- 5 Cameron stops to get gas soon after beginning a road trip. He checks his distance from home 2 hours after filling his gas tank and checks again 3 hours later. The first time he checked, he was 170 miles from home. The second time, he was 365 miles from home. What equation models Cameron's distance from home as a function of the time since getting gas?
- 6 A charity organization is holding a benefit event. It receives \$28,000 in donations and \$225 for each ticket sold for the event. What equation models the total amount earned from the event as a function of the number of tickets sold?

## Writing an Equation for a Linear Function from a Verbal Description *continued*

- 7** The same charity organization from problem 6 has to pay \$4,700 for the banquet hall as well as \$110 per plate for each ticket sold.
- What equation models the total amount spent as a function of the number of tickets sold?
  - Using your answer from problem 6, write an equation for the charity's profit as a function of ticket sales. (profit = amount earned – amount spent)
- 8** A school pays \$1,825 for 150 shirts. This includes the \$25 flat-rate shipping cost.
- What equation models the total cost as a function of the number of T-shirts ordered?
  - What does each variable represent?
  - What are the initial value and rate of change of the function? What does each one represent?

## Assessment 1

**Reading**

Read the passage. Then answer the questions that follow.

## The Glowing Beagle

by Karen Brinkmann

1 Dogs have provided many services for people over the years. Working and herding dogs pull sleds and shepherd animals. Service dogs guide and protect people with special needs. Police dogs assist in tracking down and apprehending criminals. Assistance dogs perform necessary tasks for people. And of course, dogs are probably best known for their faithful companionship to individuals and families.

2 But dogs may soon be able to add another talent to their long list of abilities: the potential to help researchers cure diseases because of the dogs' ability to glow. Yes, you read that correctly: scientists in Korea have designed and bred a dog that glows under ultraviolet light. Let's take a look at this unprecedented scientific creation in order to understand why it was accomplished as well as how it could help doctors study and eradicate diseases.

3 For many years, scientists have studied bioluminescent sea creatures such as jellyfish. *Bioluminescent* means a creature can produce and emit its own light. After years of observing and experimenting with these types of creatures, scientists discovered a protein called *green-fluorescent protein*, which is responsible for giving the jellyfish and other creatures the ability to glow. They determined a way to isolate the protein. Then, they transferred it into the cells of a puppy before the puppy was even born. The result was a delightful dog named Tegan who is like any other beagle except that she appears to glow when placed under an ultraviolet light.

4 You may be wondering how in the world a glowing beagle pup could possibly help researchers find a cure for diseases such as Alzheimer's and Parkinson's. The answer to that question lies not in the fact that the dog glows but that scientists have created a method to transfer genes. Because the gene transfer process has been successful, scientists are hopeful that other gene transfers will also be successful. And these gene transfers could lead to a better understanding, if not a cure, for many different kinds of diseases.

5 Human beings and dogs share the ability to contract 268 genetic diseases. If scientists can successfully conduct research on a dog that has a disease that a human can also develop, the scientists may find clues to curing that disease by observing the dog. Dogs share some of the same physiological and anatomical body parts that people do, so studies of dogs translate well to studies of humans. Plus, dogs are social creatures and respond well to commands. They are better subjects to study than laboratory rats or mice.

6 Though transferring fluorescent genes to a dog does not harm a dog in any way, there are some critics of the process. Some animal rights groups discourage any testing on animals. Many suggest alternatives to animal testing, including testing humans instead. However, though many studies have been conducted using human volunteers, the type of gene testing that scientists have done on dogs cannot be conducted on humans.

**Go On**

7 Another drawback of the program is the expense. Scientific research is typically costly, but genetic testing requires equipment and technology that come at a very high price. Additionally, testing on dogs would require that researchers find caregivers for the dogs. Small creatures such as mice and rats can live happily in small cages, but dogs of course cannot. Researchers who want to dedicate their lives to performing gene transfers on pups would need to find a way to house the dogs in a humane way.

8 Still, scientists are optimistic. They see great potential in these developments and hope that the future of scientific research on genes is bright, not only for humans, but for their best friends, the dogs.

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**1** This question has two parts. First, answer part A. Then, answer part B.

**Part A**

What is one central idea of the article?

- A** Dogs are known for their loyal and devoted companionship to humans.
- B** Bioluminescent sea creatures may help researchers cure diseases such as Parkinson's.
- C** It is safer and easier to conduct research on dogs than on humans.
- D** Glowing beagles could help doctors effectively treat human diseases.

**Part B**

Which sentence from "The Glowing Beagle" **best** supports the answer to part A?

- A** "For many years, scientists have studied bioluminescent sea creatures such as jellyfish."
- B** "If scientists can successfully conduct research on a dog that has a disease that a human can also develop, the scientists may find clues to curing that disease by observing the dog."
- C** "However, though many studies have been conducted using human volunteers, the type of gene testing that scientists have done on dogs cannot be conducted on humans."
- D** "They see great potential in these developments and hope that the future of scientific research on genes is bright, not only for humans, but for their best friends, the dogs."

## Day 10

**Directions:** Tall tales are possibly true stories that contain highly exaggerated actions or events. Create a tall tale about something that happened in your family.

[illegible]

## Current Events Log

### Day 10

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.