

5th Grade
Week 4: April 20-24
ELA

Parent/Student Directions - Instrucciones para padres / estudiantes

Reading/Writing: April 20th - 24th 2020

- Over the next few weeks you will be Checking Your Understanding of Unit 5. This will include the following **Target Skills**: Sequence of Events, Theme, Text and Graphic Features, Cause and Effect, and Main Idea and Details.
 - The following links will help remind you about these **Target Skills**:
 - **Sequence of Events (Order of Events)**: <https://www.youtube.com/watch?v=HwUpSsTVcfY&t=4s>
 - **Theme**: <https://www.youtube.com/watch?v=RecVd-6g-IY>
 - **Text and Graphic Features**: <https://www.youtube.com/watch?v=EziagKz9clU>
 - **Cause and Effect**: <https://www.youtube.com/watch?v=EZN4AhWskkA>
 - **Main Idea and Details**: <https://www.youtube.com/watch?v=LbO3IRXT0ww>
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- Durante las próximas semanas verificará su comprensión de la Unidad 5. Esto incluirá las siguientes habilidades específicas: secuencia de eventos, tema, texto y características gráficas, causa y efecto, e idea principal y detalles.
 - Los siguientes enlaces te ayudarán a recordarte sobre estas habilidades de destino:
 - **Secuencia de eventos (Orden de eventos)**: <https://www.youtube.com/watch?v=HwUpSsTVcfY&t=4s>
 - **Tema**: <https://www.youtube.com/watch?v=RecVd-6g-IY>
 - **Características de texto y gráficos**: <https://www.youtube.com/watch?v=EziagKz9clU>
 - **Causa y efecto**: <https://www.youtube.com/watch?v=EZN4AhWskkA>
 - **Idea principal y detalles**: <https://www.youtube.com/watch?v=LbO3IRXT0ww>

Monday:

- Today you will be Reading and Analyzing Text from Unit 5.
- Read and answer questions to the following stories: A New Fan and Bon Appetit on pages 151-157. Highlight, circle, or underline context clues in the text to support your answers.
- Next, on a piece of paper, create a double bubble map comparing the stories.

Lunes:

- Hoy leerá y analizará el texto de la Unidad 5.
- Lea y responda preguntas a las siguientes historias: Un nuevo fan y Bon Appetit en las páginas 151-157. Resalta, encierra en un círculo o subraya pistas de contexto en el texto para respaldar tus respuestas.
- Luego, en una hoja de papel, crea un mapa de doble burbuja comparando las historias.

Tuesday:

- Continue Reading and Analyzing Text from Unit 5.
- Read and answer questions to the following story: Stephen Bishop: Cave Explorer on pages 158-162. Highlight, circle, or underline context clues in the text to support your answers.

Martes:

- Continuar leyendo y analizando texto de la Unidad 5.
- Lea y responda preguntas a la siguiente historia: Stephen Bishop: Cave Explorer en las páginas 158-162. Resalta, encierra en un círculo o subraya pistas de contexto en el texto para respaldar tus respuestas.

Wednesday:

- Continue Reading and Analyzing Text from Unit 5.
- Read and answer questions to the following story: The Ellis Island Experience on pages 163-166. Highlight, circle, or underline context clues in the text to support your answers.

Miércoles:

- Continuar leyendo y analizando texto de la Unidad 5.
- Lea y responda preguntas a la siguiente historia: The Ellis Island Experience en las páginas 163-166. Resalta, encierra en un círculo o subraya pistas de contexto en el texto para respaldar tus respuestas.

Thursday:

- This is a catch-up day. Students can use the day to complete any unfinished assignments and get any questions answered they may have by their teacher. You can ask me questions through Dojo, email, text message, or phone call. Use the rest of your day to “sharpen the saw!”

Jueves:

- Este es un día de recuperación. Los estudiantes pueden usar el día para completar cualquier tarea no terminada y obtener cualquier pregunta que su maestro pueda responder. Puede hacerme preguntas a través de Dojo, correo electrónico, mensaje de texto o llamada telefónica. Use el resto de su día para "afilarse la sierra".

Friday:

- Today you are going to learn and test your knowledge of what you have practiced throughout the Galileo dialog! Answer the Galileo questions. You can use any information and resources in your packet to help you. Take your time! You’ve got this!

Viernes:

- ¡Hoy aprenderás y probarás tu conocimiento de lo que has practicado a lo largo del diálogo de Galileo! Responde las preguntas de Galileo. Puede usar cualquier información y recursos en su paquete para ayudarlo. ¡Tome su tiempo! ¡Tienes esto!

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Reading and Analyzing Text

Read the passages “A New Fan” and “Bon Appétit” before answering Numbers 1 through 7.

A New Fan

“But *Mom!*” Susie Chang knew her mother hated it whenever she whined, but she continued anyway.

“Honey,” said Susie’s mother, stretching her lips across her teeth as she applied a coat of Blushing Burgundy lipstick, “don’t you have some guests to attend to?”

“We’re making bracelets and anklets, and they’re fine.”

“That’s wonderful. How do I look?” Susie’s mother, dressed in a shimmering emerald green evening gown, struck a model’s pose.

“Like a traitor,” Susie pouted. “When I organized this slumber party, you said you were going to be home.” At the last minute, Susie’s mother had been invited to host an important charity function in the city with her dad.

“We won’t be getting home all that late. And don’t worry. Nai Nai will be right here all evening long.”

Susie’s face darkened visibly. Not one of her friends referred to their grandmother as *Nai Nai*, and none of them had a grandmother who lived with them either. Susie’s grandmother had moved into the house about six months ago from Minneapolis, where she had lived with Susie’s Ye Ye, or Grandpa Joe. When Ye Ye died, Nai Nai had relocated and was now living with Susie’s family. Though Susie hardly knew her, she was confident that no one else had a grandmother quite like Nai Nai.

After her mother’s elegant departure, Susie rejoined her company downstairs in the living room, where they were twisting embroidery threads into colorful bracelets, anklets, and other accessories. Nai Nai was sitting in the corner, playing a game of solitaire in the glow of a fringed floor lamp, with a delicate pair of half-moon spectacles sitting primly on the bridge of her nose.

“I sure wish my grandma would, like, go to the veranda, or something,” Susie muttered under her breath to Anna, whom she’d known since kindergarten.

Shocked, Anna turned to look at Nai Nai. “Why?”

“Talk about invading my personal space.” Susie stole a glance at the corner. Nai Nai was wearing one of those dresses made of a shiny satin fabric that fastened at the neck. Why couldn’t she just wear jeans, or a tracksuit, like any normal grandmother?

“Chill out, Susie,” said Hillary, whom Susie had met the year before playing youth basketball. “It’s 90 degrees outside—just enjoy the air conditioning.”

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Nai Nai nodded at Susie then abruptly frowned in the direction of the sofa. “Not feeling so good?”

Susie turned to see Greta, her best friend, lying across half the couch, holding a cushion to her forehead. “It’s just a really bad headache,” moaned Greta. “And it’s my own fault—I was reading without my glasses.”

Without a word, Nai Nai scurried to the kitchen, quickly returning with a cup of steaming liquid. “Herbal tea,” said Nai Nai. “It has hibiscus blossom and honey. It’s good for treating a headache,” she explained, sitting next to Greta. And then, the lights went out.

With a single voice, everyone screamed. Anna yelled, “Flashlights!”

“They’re in the kitchen!” said Susie, fumbling her way to the adjoining room. “Oh, I can’t believe it—this is the unluckiest slumber party ever!” Her friends were stumbling along behind her, each girl holding on to the one in front, like boxcars in a railroad train.

“No, it’s not,” giggled Greta. “It’s awesome!”

Susie peered out the kitchen window, noticing that her neighbors’ homes—and the streetlights—had also gone dark. “The power’s gone out on the entire street—super. Here, have a flashlight.”

“You call these flashlights?” Anna laughed. Two puny beams of light struggled to penetrate the blackness.

“You know what’s worse than no light?” Becca asked through the darkness. “No air conditioning!”

The girls all groaned their agreement. Then a sound made them swivel around and gaze toward the fireplace at the back of the room. On the mantle, a little flame appeared, then another and another, until a row of light danced across the mantle. Nai Nai had set up the candles and lit them one by one.

“Oooh,” the girls marveled in unison. They moved toward the fireplace as if drawn by an unseen magnet. Then they arranged themselves around the hearth and admired the flickering lights.

“My candle collection was packed away,” said Nai Nai. “Now we get to put it to good use.” She picked up a slender candle and used it to help light her way out of the living room.

“Your grandmother is so awesome,” said Hillary.

“And so is this party!” Julie added. “Hey, you know, I bet if we stay really still, we won’t be so hot.” As if on cue, Nai Nai returned and began passing out small solid

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objects from a bulky plastic bag. Initially confused, the girls examined the items in the flickering light.

“I know!” Greta yelled. With a flap, she shook open what was suddenly a semi-circular fan. Nai Nai had handed one to each girl. As the girls batted the fans at themselves and each other, they admired the patterns painted on them—cypress trees, cherry blossoms, and buffaloes.

As she waved her fan, Susie’s tension let go in the comforting atmosphere of the candlelight. It was funny how here, in the darkness, she could see Nai Nai more clearly than ever before.

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Bon Appétit!

“How long was I supposed to let the pasta cook?” I mumbled to myself, as I gave the marinara sauce a quick stir with the wooden spoon and peeked under the lid of the steamer to see if the green beans looked ready. They did: far, far too ready. In fact, they resembled limp, olive-colored shoe laces more than the bright, crisp green vegetables I had been aiming for. There was no time to despair though. Just as I seized a pair of oven mitts and lifted the steamer into the sink to cool, the pasta water rose up and spilled over the lip of the pot, hissing at me as it hit the stovetop. Quickly, I turned the burner off and seized the pot in my oven mitts. So far, cooking a meal for my family had been one massive juggling act, and I felt like I was dropping balls right and left. I sighed. At least my marinara sauce, made from scratch and bubbling gently in the saucepan, looked more than edible—perfect even—just as I had hoped. It better be perfect, I thought, after I had spent all afternoon chopping onions, basil leaves and garlic—so much garlic.

The kitchen door swung open, and my older sister Sara waltzed in. “Okay, Evan, the table is all set, Gran and Grandpa are here, and everyone is just sitting down at the table. Is there anything else I can do to help?” she asked.

I was still standing and holding the pot in my oven mitts. “Um, I forgot to put a colander in the sink to drain the pasta water. Can you grab one?”

“Of course,” Sara agreed. “And then I’ll just carry the beans out to the table, okay?”

“Thanks,” I said, heaving a sigh of relief. “I’ll be right behind you with the pasta and marinara sauce.”

A few minutes later, I was proudly ladling piping-hot red sauce over heaps of penne pasta on my family members’ dinner plates. Overcooked beans aside, I couldn’t wait for everyone to taste my homemade tomato sauce. “Evan, you have outdone yourself, truly,” Gran exclaimed. “This looks wonderful!” she said, as I passed her a full, steaming plate.

“It smells very garlicky, not to mention delicious!” my mom said.

“Well, garlic is one of the main ingredients in the sauce,” I replied, and then I announced proudly, “Bon appétit, everyone!”

Instead of digging into my own dish, I watched my family dig into theirs. Even though cooking the meal had been a hectic experience, it was the moment when everyone praised the perfection of my sauce that I had been imagining all day.

Grandpa reacted first, just not in the way I had expected. “Uhh-UM,” he gargled, barely managing to swallow his mouthful of pasta. From across the table, Sara looked as though she had bit into a lemon.

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“Oh no! What’s the matter?” I groaned.

“Um, Evan, how much garlic did the sauce recipe call for?” Mom asked gently.

“Three to four cloves,” I replied. I was totally confused; I had followed the recipe exactly.

“Evan, is there a chance you might have used three bulbs of garlic instead of just three small cloves?” Dad asked.

“You mean . . . a bulb of garlic is made up of many cloves, and I was just supposed to use three of those smaller pieces?” I didn’t even need to phrase it as a question. As soon as the words tumbled out of my mouth, I knew the answer. I buried my face in my hands, mumbling, “I’m so sorry, everyone. I just wanted this meal to be perfect.”

“Honey,” my mom said, “I know how disappointed and embarrassed you are, but the look on your Grandpa’s face . . .” she giggled. “Did I ever tell you about the time I was making a new beef recipe called ‘Coffee Roast’? The recipe called for one cup of coffee. So I opened a bag of coffee beans, ground up a cup’s worth, poured the fresh grounds all over that roast, and stuck it in the oven. Suffice to say, your dad and I were picking coffee grounds out of our teeth for days.”

Despite my misery, I couldn’t help but join my family in laughing—Mom laughing harder than any of us.

“The first time I made a pot of chili,” Grandpa boomed, “I didn’t know there was a difference between chili powder and cayenne pepper. Well, there is. I dumped loads of cayenne pepper into that pot of chili, and as a result, we were breathing fire for days. It was so spicy, we had to toss it out.”

Everyone burst out laughing again, me included. “Evan,” my sister said, “I’m sure next time you make this recipe, it will turn out great. Experience is the best teacher, you know. And I promise that, one of these days, you’ll laugh harder than anyone when you share this story over someone else’s cooking disaster.”

I grinned sheepishly, pushed my plate forward, and stood up. “For now, though, I’m going to go order us a pizza!”

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Now answer Numbers 1 through 7 on your Answer Sheet. Base your answers on the passages “A New Fan” and “Bon Appétit.”

- 1 Read this sentence from the passage “A New Fan.”

“I sure wish my grandma would, like, go to the veranda, or something,” Susie muttered under her breath to Anna, whom she’d known since kindergarten.

What does the sentence above best reveal about Susie’s character?

- A. She is angry at Nai Nai.
 - B. She is embarrassed by Nai Nai.
 - C. She enjoys Nai Nai’s company.
 - D. She and Nai Nai are not getting along.
- 2 Read this excerpt from the passage “A New Fan.”

“Herbal tea,” said Nai Nai. “It has hibiscus blossom and honey. It’s good for treating a headache,” she explained, sitting next to Greta.

The excerpt above reveals that Nai Nai most likely

- F. grows hibiscus in her backyard.
 - G. enjoys drinking many kinds of tea.
 - H. does not believe in traditional medicine.
 - I. has experience treating headaches with tea.
- 3 Read this sentence from the passage “A New Fan.”

It was funny how here, in the darkness, she could see Nai Nai more clearly than ever before.

The author ends the passage with the sentence above in order to show that the conflict within Susie

- A. will continue until her mother returns home.
- B. is resolved as she comes to appreciate Nai Nai.
- C. will continue until Nai Nai leaves her and her friends alone.
- D. is resolved as her friends help distract her from her thoughts.

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- 4 Read this sentence from the passage “Bon Appétit.”

So far, cooking a meal for my family had been one massive juggling act, and I felt like I was dropping balls right and left.

Why does the author compare Evan’s cooking experience to a juggling act?

- F. to show that Evan wishes he had chosen a different recipe
- G. to show that Evan keeps dropping things on the floor as he cooks
- H. to show that Evan finds it hard to handle all the cooking tasks at once
- I. to show that Evan isn’t having as much fun cooking as he thought he would

- 5 Read this excerpt from the passage “Bon Appétit.”

“Evan,” my sister said, “I’m sure next time you make this recipe, it will turn out great. Experience is the best teacher, you know.”

What is meant by the saying *Experience is the best teacher* in the sentence above?

- A. Some experiences should best be forgotten.
- B. It is good to try and pursue new experiences.
- C. Sometimes lack of experience can get you into trouble.
- D. Some things are best learned from practical experience.

- 6 Which of the following best tells how the points of view of the passage “A New Fan” and “Bon Appétit” are different?

- F. “A New Fan” is told by an unconcerned observer.
- G. “Bon Appétit” is narrated by the grandparents.
- H. In “A New Fan,” the narrator is also the main character.
- I. In “Bon Appétit,” the narrator is also the main character.

- 7 In both passages, “A New Fan” and “Bon Appétit,” the main characters learn that

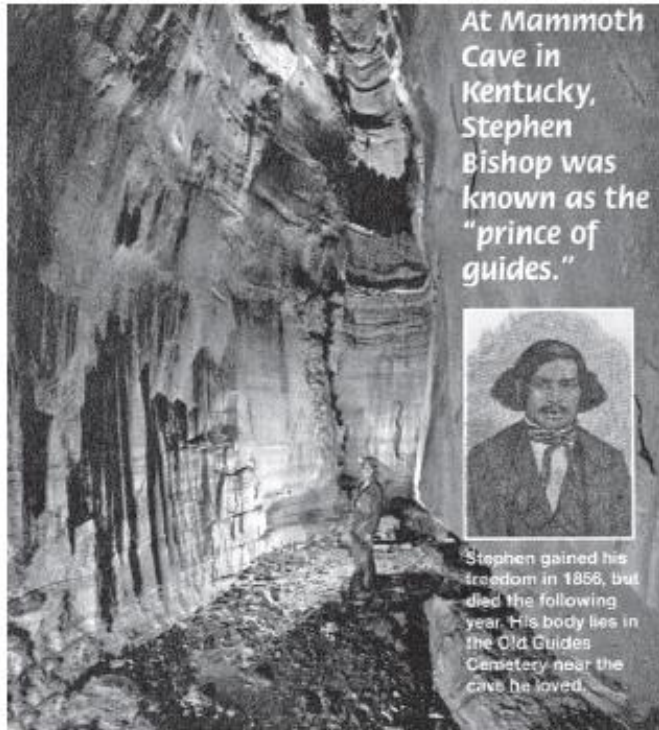
- A. first impressions are not always right.
- B. they should learn to trust other people.
- C. things don’t always go according to plan.
- D. it is important to be able to laugh at oneself.

Name _____ Date _____

Read the article "Steven Bishop: Cave Explorer" before answering Numbers 8 through 13.

Stephen Bishop: Cave Explorer

by Judith Boogaart



Stephen's lantern cast shaky shadows on the walls of Mammoth Cave, Kentucky. Hurrying after his guide, he stumbled along the rocky path. He couldn't lose sight of Mr. Miller. He might not find his way back out.

Stephen was a slave owned by Franklin Gorin. Gorin had bought Mammoth Cave to develop it for tourists. Like many people in the 1830s, he didn't worry about preserving the natural wonder. He wanted to make money from it. Since a slave wouldn't need to be paid, Gorin decided to have 17-year-old Stephen trained as a guide.

Facing the Challenge

Stephen knew little about caves, but he was expected to obey his master. Every day, he followed his guide, Mr. Miller, over the cave routes. Stephen found he could easily remember the twisting passages and the formations that served as markers. Soon he knew the eight miles of cave routes as well as Mr. Miller.

But guiding meant more than knowing the trails. Stephen had to explain what visitors were seeing. He listened closely to learn facts and stories about the caves.

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Soon Stephen began giving tours himself. He pointed out log pipes and wooden vats in the passages. These had been used in the mining of saltpeter to make gunpowder for the War of 1812.

He took visitors deep underground to Chief City. Here, early tribes had left behind slippers, gourds, and cane sticks. Stephen lit fires to show off the room's huge size.

In Registration Hall, miners, guides, and visitors had used smoke from lamps or candles to write their names on the smooth ceiling. Legend says Stephen learned to read and write by studying them. Soon he added his name to theirs.

Exploring Mammoth Cave

Stephen loved the cave. While giving tours, he spotted many leads off the main passages. He itched to explore them, and Gorin let him. More passages meant more cave tours—and more money for Gorin.

Stephen spent hours underground. He climbed up domes and down pits. In the dim light of his tin lamp, he squeezed through narrow tunnels and crawl spaces. He memorized landmarks such as special rocks or sand beds to guide himself back out.

One day, Stephen followed a twisting passage not on the tours. He climbed up a slick wall, over slopes, and down a 30-foot drop. He crawled through an opening

partway up the passage wall. There he found a large dome no one had known about. Gorin was thrilled. It was named Gorin's Dome, and newspapers printed stories of the discovery.

Beyond Bottomless Pit

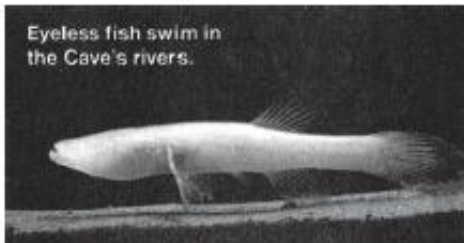
Stephen kept exploring, but one space always stopped him: Bottomless Pit. On tours, he lit scraps of paper and tossed them in. Visitors, watching them drift down, could never see the bottom. The pit gaped as wide as a country lane. No one had ever dared to cross it. But Stephen wanted to know what was on the other side.

On October 20, 1838, Stephen and a visitor decided to risk it. Using a ladder of cedar poles, they crossed over Bottomless Pit. Imagine inching over a yawning black hole on a crude ladder. "I'm not sure I would have tried it," admits Chuck DeCroix, an experienced caver who guides visitors today. "They had poor lighting and no knowledge of what was below them. It would take guts to cross."

Stephen's courage paid off. He and the visitor found two miles of new passages that day. What beautiful stalactites, stalagmites, and gypsum rosettes they saw! Again Gorin was thrilled. He had a sturdy bridge built across the pit. Guides and visitors explored six more miles of passages that year.

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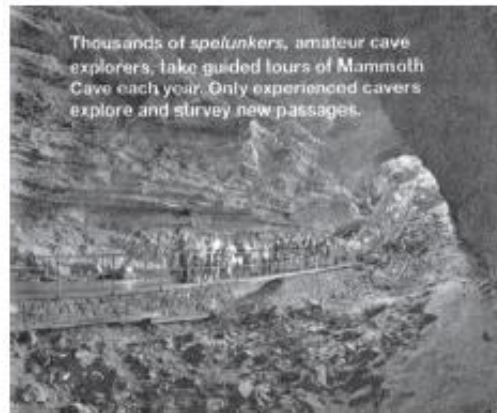
Stephen discovered underground rivers in Mammoth Cave. He saw eyeless fish swimming in them. No one had heard of such creatures. Scientists came from all over the world to study them.



Stephen became famous for his dramatic tours. He gave boat trips on the rivers. He showed off a beautiful place called Snowball Room. Its ceiling was covered with white gypsum rosettes. He used lantern light and torches to make formations sparkle and glow. He sang songs to demonstrate the cave's great sound. He told interesting stories. One visitor called him the "prince of guides."

Stephen drew a new map of Mammoth Cave. Slaves didn't usually get credit for their accomplishments, but the map was published in 1845 under Stephen's name.

For 150 years, other people have continued to explore the cave. Today, 365 miles have been surveyed in the Mammoth Cave system. It is the longest cave in the world. Stephen Bishop found more miles of passage than any other guide of his time. His curiosity, determination, and courage helped him discover Mammoth's secrets.



Six Spelunking Safety Rules

1. Get permission first.
2. Use the right equipment.
3. Tell two people your plans.
4. Take three lights each.
5. Take at least four people.
6. If lost or without light, stay put!

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Now answer Numbers 8 through 13 on your Answer Sheet. Base your answers on the article “Steven Bishop: Cave Explorer.”

- 8 The photographs in the article help readers understand
- F. how the cave’s owner, Gorin, made money from Mammoth Cave.
 - G. some of the early methods Bishop used to explore Mammoth Cave.
 - H. some of the things Bishop discovered as he explored Mammoth Cave.
 - I. how Mammoth Cave would have looked when Bishop first explored it.
- 9 Which of these details from the article states an opinion about Bishop?
- A. He made money for the cave’s owner.
 - B. He found many miles of cave passages.
 - C. He was considered the prince of guides.
 - D. He discovered eyeless fish in the cave’s rivers.
- 10 Read this dictionary entry.

lead (leed) *noun*

1. the first or foremost place
2. a leash
3. a piece of information that helps guide; a tip or clue
4. a guide or indication of a road or course

Read this sentence from the article.

While giving tours, he spotted many leads off the main passages.

Which meaning best fits the way the word *leads* is used in the sentence above?

- F. meaning 1
- G. meaning 2
- H. meaning 3
- I. meaning 4

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- 11 Read this sentence from the article.

Imagine inching over a yawning black hole on a crude ladder.

How would the effect of this sentence be different if the author had used the word *going* instead of *inching*?

- A. It would make the act seem less fun.
 - B. It would make the act seem more difficult.
 - C. It would make the act seem less terrifying.
 - D. It would make the act seem more dangerous.
- 12 Stephen Bishop made his map of Mammoth Cave
- F. after he received his freedom.
 - G. before he learned to read and write.
 - H. before he crossed the Bottomless Pit.
 - I. after he discovered the underground rivers.
- 13 All of the following are main ideas of the article EXCEPT
- A. Bishop put lots of time and effort into learning cave routes.
 - B. Bishop made many important discoveries inside Mammoth Cave.
 - C. Bishop courageously explored many new passages inside Mammoth Cave.
 - D. Bishop was only 17 when Franklin Gorin decided to have him trained as a guide.

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Read the article “The Ellis Island Experience” before answering Numbers 14 through 18.

The Ellis Island Experience

Ellis Island lies in New York Harbor, with a view of the Statue of Liberty and New York City’s impressive skyline. Between 1892 and 1954, over twelve million immigrants entered the United States through Ellis Island.

Before they arrived in New York Harbor, immigrants had already made tough decisions. Some decided to leave behind family and friends, perhaps never to see them again, while others sold everything they couldn’t carry to pay for their tickets. Most made the long sea trip beneath the deck in cramped conditions. Immigrants often traveled with the cargo and were included on the ship’s cargo list, along with barrels of food and bolts of wool. Immigrants put up with all of this in order to seek out fresh opportunities in a new world.

When they arrived at Ellis Island, all immigrants had one question: Could they begin new lives in the United States, or would they have to get back on a ship and return home? Happiness, hope, and sometimes heartbreak filled the station’s rooms as each immigrant waited for the answer to this question. Most made it through the tests; about two percent had to return home.

In the Harbor

Before any ship could dock in New York City, inspectors came on board and checked passengers for any contagious¹ illness. Passengers who were ill had to be treated before being allowed to go ashore. Once cleared, first and second class passengers got on a ferry to the city, and then the other passengers from the ship came up on deck, dragging suitcases and trunks heavy with everything they owned. Each person and piece of baggage was tagged with a piece of paper giving the name of the ship and their number on the cargo list. Then the newcomers took a ferry to the Ellis Island station.



In the Baggage Room

At Ellis Island, immigrants were instructed to place their baggage in a pile to spare them from having to drag it through the station during the arrival process. However, some immigrants refused. They feared their baggage—everything they had brought to the new country—would be lost or stolen.

¹ **contagious:** spreads from person to person

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With or without their suitcases, immigrants formed a line and walked up the broad stairs to the Registry Room. As they walked, doctors and inspectors checked them again for illness or other medical problems. Doctors looked at each person's scalp, face, neck, hands, and way of walking. Doctors asked people to remove their hats and unbutton their high collars. This way, doctors could check for problems more easily. Some immigrants found the exam embarrassing. Whenever doctors saw a problem, they took chalk and wrote a code on the person's clothing.

Other doctors checked each person for signs of contagious illness. Some illnesses were so feared that anyone who had them was sent back to the ship immediately. But most illnesses could be treated. The sick were taken to dorms where they stayed until they were well again. Men stayed in one dorm, women in another. It was possible for an entire family to be turned away when one member was ill, especially if the person was a child.

Immigrants also took an intelligence test as they slowly moved up the stairs. This was not easy for some. The questions were in English, and not all immigrants spoke the language well. If they were over fourteen years of age, immigrants were asked to read a short text in their home language.

By the time they reached the top of the stairs, immigrants had passed the first tests.

In the Registry Room

Now immigrants faced legal tests to their entry into the United States. Translators helped them understand the questions. Inspectors asked, "Do you have a job waiting for you?" If the answer was "No," the immigrant might be turned away.

Immigrants often had letters from family already in the United States. They might have rail tickets to their new homes. These papers helped greatly. Most people passed the legal test in just a few minutes. They gladly gathered their belongings and took the ferry to New York City.

But some immigrants did not pass the legal test. They had to face more questions. Any woman traveling on her own had to have a family member or sponsor waiting for her. Otherwise, she was sent home. Sadly, now and then, a wife came with her children, only to find her husband could not come to claim her. When this happened, she had to take her children back to her home country.

The Ellis Island experience was scary for some immigrants. Coming to a new nation was risky. Still, most made it through the station in a day. During the 1920s, immigrants were required to pass all the tests before leaving their home port. This saved travelers from getting to America only to have to turn around and make a long and expensive trip back home.

Ellis Island closed in 1954. It is now a museum and a monument to the immigrants who chose to become Americans.

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Now answer Numbers 14 through 18 on your Answer Sheet. Base your answers on the article “The Ellis Island Experience.”

- 14 The author’s description of the conditions in which most immigrants traveled best helps readers understand
- F. why passengers were checked so carefully for contagious illnesses.
 - G. what immigrants were willing to tolerate in order to come to the United States.
 - H. why immigrants wanted to leave their homelands behind to come to the United States.
 - I. why many immigrants had to go through Ellis Island in order to enter the United States.

- 15 Read this sentence from the article.

Passengers who were ill had to be treated before being allowed to go ashore.

Complete this analogy, based on how the word *ill* is used in the sentence above:
filthy is to *clean* as *ill* is to

- A. happy.
 - B. healthy.
 - C. rough.
 - D. unwell.
- 16 Which statement from the article presents the author’s opinion on the processing of immigrants?
- F. “The Ellis Island experience was scary for some immigrants.”
 - G. “Other doctors checked each person for signs of contagious illness.”
 - H. “Most made it through the tests; about two percent had to return home.”
 - I. “Between 1892 and 1924, about twelve million immigrants entered the United States through Ellis Island.”

Name _____ Date _____

- 17 In order to pass the legal test, a woman traveling alone had to
- A. already have a job waiting for her.
 - B. possess a rail ticket to her new home.
 - C. prove that she could speak English fluently.
 - D. have a family member or sponsor waiting for her.
- 18 Which summary most accurately describes the use of Ellis Island?
- F. It served as a processing station for immigrants for more than six decades and is now a museum.
 - G. It served as a processing station for immigrants for ten years and is now part of the New York skyline.
 - H. It served as a processing station for immigrants for many years and continues to welcome immigrants today.
 - I. It served as a processing station for immigrants for many years and is now the gateway to the Statue of Liberty.

A Simple Sentence

The simplest sentence contains two words: a **noun** or **pronoun** (subject) and a **verb** (predicate).

He laughs.
I cried.
Billy ran.
Joan jumped.

You can add as many adjectives and adverbs as you wish, and it will still be a simple sentence.

He laughed loudly.
Brove Billy ran faster and faster.

You can also add as many prepositional phrases as you wish, and it will still be a simple sentence.

I cried after the movie.
Joan of Arc jumped into the war without fear.

You can even have two subjects doing two verbs, and as long as they do it all together, you still have a simple sentence.

He and I laughed and cried.
Billy and Joan ran quickly down the street and jumped behind a trash can.

Your simple sentence becomes compound or complex once you separate your subjects and verbs and add conjunctions.

He laughed, so I cried. (compound sentence)
He laughed because I cried. (complex sentence)
When he laughed, I cried. (complex sentence)

A **NOUN** is the name of something. Many nouns are things you can touch. Nouns are also ideas, places, and events. Some nouns need a capital letter.

The girl happily gave a red apple to the hungry horse before she got into the saddle.

A **PRONOUN** takes the place of a noun. Most pronouns refer to people, but they can also refer to things.

he, she, they, I, it, you
The girl happily gave a red apple to the hungry horse before she got into the saddle.

An **ADJECTIVE** describes a noun. Most adjectives are sensory words. They tell you how something looks, feels, tastes, sounds, or smells.

good, happy, beautiful, scary, dark, brave, stinky
The girl happily gave a red apple to the hungry horse before she got into the saddle.

A **VERB** is an action word. It is what a noun did, does, or will do. The word "is" and other words that mean "is" are also verbs.

run, scream, looks, feel, take, go, went, happened, are, were
The girl happily gave a red apple to the hungry horse before she got into the saddle.

An **ADVERB** tells you how a verb was done. Many adverbs end with -ly. An adverb can also tell you about an adjective.

bravely, happily, well, very, quickly, already
The girl happily gave a red apple to the hungry horse before she got into the saddle.

A **PREPOSITION** links words in a sentence together. Prepositions often tell you when or where something happened.

in, on, under, behind, after, during
The girl happily gave a red apple to the hungry horse before she got into the saddle.

A **CONJUNCTION** links two ideas together.

for, and, nor, so, yet, but, because, even though, while, since
The girl happily gave a red apple to the hungry horse before she got into the saddle.

Parts of Speech Review

Understanding Coordinating Conjunctions

Slide 1

Remember...

You need to remember a couple of important grammar points to make it through this dialog:

✓ A sentence includes a subject and a verb and expresses a complete thought.

✓ Some words can be used in more than one way or have more than one meaning. A word can be more than one part of speech.

If you do not understand the points above, you may need more practice before you work through this dialog. Use a resource from the box on this page, or see your teacher for help.

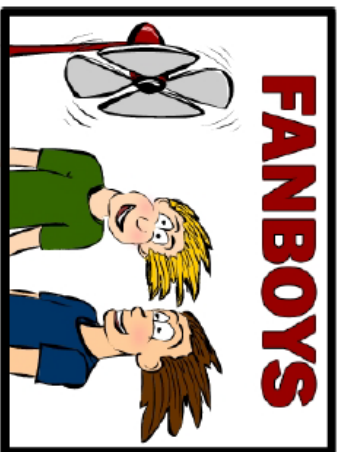
Resources

 A Simple Sentence Review

Slide 2

What you will learn...

This dialog teaches you how to use the seven coordinating conjunctions to combine simple sentences.



Slide 3

Key Words

coordinating conjunctions:

seven words that, when combined with a comma, connect two simple sentences to create a compound sentence
for, and, nor, but, or, yet, so

simple sentence:

This is a simple sentence.

It contains only one subject.

It contains only one verb.

compound sentence:

This is a compound sentence, for it contains two simple sentences.

A compound sentence has two subjects, and it contains two verbs.

It is not the only way to combine sentences, but it is often the easiest way.

Slide 4

Why combine sentences?

You can write short sentences. You can use a sentence to express only one idea. You can start a new sentence for each new thought. **You can keep each sentence simple.**

OR

You can write sentences that connect your ideas together. so your reader can better understand what you mean. Connecting simple sentences together gives you more variety, and this helps your writing to flow more smoothly. One of the easiest ways to connect your ideas is to use compound sentences, and this dialog will show you how.

Slide 5

What is a compound sentence?

A compound sentence shows the relationship between two ideas, events, or thoughts. Maybe the ideas go together, or maybe the reader must choose between them. Maybe one idea makes sense, but a different thought is also true. Maybe one event causes another, so you need to explain what happened.

To create a compound sentence, you need two simple sentences, a comma, and one of the seven coordinating conjunctions.

You should memorize these words! Use the made-up word "FANBOYS" to help you. Each letter begins one of the coordinating conjunctions.



Slide 7

Slightly tricky

The FANBOYS are not only coordinating conjunctions. They are words with multiple meanings, and this can sometimes make punctuating them correctly a little bit tricky. Sometimes the words need a comma, but sometimes they do not! How do you know which is which?

You must read carefully. You must remember what a complete sentence is. You must study the sentence and break it into its parts. You must figure out how the word is being used in the sentence. It isn't hard to use FANBOYS correctly, but it takes a little practice.

Slide 8
F = for

When "for" is a coordinating conjunction, it means "because." In all of the sentences, the second idea explains why the first idea is true.

I went home early, for I was tired.

I did well on my test, for I knew the information.

I stayed away from the forest, for I knew there was a monster living there.

NO COMMA RULE:

"For" is most commonly used as a preposition — no comma needed.

I worked hard for my good grades.

I made a birthday cake for my sister.

For once, I was able to understand what my dog was saying to me.

Slide 9

In which sentence is "for" used to connect two simple sentences?

- A) Jane grew unusually quiet, for she heard the distant sound of the monster's footsteps.
- B) I made a cake for my mother's birthday.
- C) I hurried for the door because I suddenly realized I was going to be late.
- D) For six days in a row, I studied my math problems, and then I aced the test!

Slide 10

A = and

"And" is one of the most commonly used words in English. You can use "and" to connect words, ideas, and thoughts. You can connect one complete thought to another.

I have a big garden this year, and I hope to eat a lot of fresh vegetables.

Jane studied hard for her test, and she passed with the highest grade in the class.

I heard some growling from the forest, and it made me nervous!

NO COMMA RULE:

Be sure to notice if there is a sentence on both sides of "and." If not, you do not need a comma.

Marianne and David are going to Hawaii and then heading to San Francisco.

My dog ate my homework and my baseball, too!

EXCEPTION:

In a list of three, four, and more, there IS often a comma used before "and."

I love to eat lobster, potatoes, french bread, green beans, and apple pie.

Slide 11

In which sentence is "and" used to connect two simple sentences?

- A) The little bunny hopped over to the garden and nibbled on the carrots.
- B) I like to eat spaghetti, meatballs, garlic bread, and parmesan cheese.
- C) I was looking for shells on the beach, and my sister was running in the waves.
- D) John and Kevin are not going to the beach with us.

Slide 12

N = nor

"Nor" is not commonly used, nor does it often function as a coordinating conjunction. When it does, the sentence requires some rearranging.

1. Look closely at the second simple sentence in each example. Note that the subject and verb are reversed.
2. Note also that both parts of the compound sentence express a negative, something that is not.

My teacher was not happy that I had forgotten my homework, nor did he give me extra time.

The monster did not like sunlight, nor did he like the smell of rain.

I was not able to visit Hawaii this year, nor could I even make it to San Diego.

NO COMMA RULE:

"Nor" is more often used with "neither."

Neither Jack nor Kate wanted to study for their test.

Neither hot dogs nor hamburgers sounded good to me.

Slide 13

In which sentence is "nor" used correctly?

- A) I like peas, nor I also like carrots.
- B) The snake did not come closer to me, nor did it slither away.
- C) My sister did not like her math class, nor she enjoyed reading.
- D) Brenda did not know how to ride a bike, nor she did not know how to drive.

Slide 14

B = but

You are most likely quite familiar with this word. It shows that the first part of the sentence might be true, but there is something that contradicts, or goes against, it.

I studied hard for my science test, but I still did not pass.

I really like Jaime, but sometimes his long stories drive me crazy.

Normally, I am not afraid of monsters, but this one is creeping me out!

NO COMMA RULE:

"But" can sometimes be used to connect two words or ideas that are not complete sentences. Sometimes people use a comma before "but," but sometimes they don't. Your teachers will let you know what they want.

After our long day at the beach, I was tired but happy.

I am not rich but poor.

Slide 15

In which sentence is "but" used to connect two simple sentences?

- A) Sue felt happy but exhausted after the baseball game.
- B) The monster was big, but not very scary, once I saw him up close.
- C) I had planned to go to the dentist, but changed my mind at the last minute.
- D) I worked hard on my paper this weekend, but I still did not finish it on time.

O = or

"Or" represents a choice. You use "or" to connect two simple sentences when you want to show a contrast or a decision.

I am either going to find that monster and make him my friend, or I am going to get eaten.
I am going to the zoo for my birthday, or I am going to go to the beach.
My teacher is going to give us a test, or he will ask us to write a paper.

NO COMMA RULE:
You do not need a comma when "or" separates only two words.
I will either have a hamburger or french fries.

EXCEPTION:
In a list of three, four, or more words, you will need a comma before "or."
When I grow up, want to be a doctor, dentist, lawyer, or construction worker.

Slide 17

In which sentence is "or" used to connect two simple sentences?

- A) I had to learn to ride my bike in a week, or I would have been left out of the competition.
- B) You must learn to climb trees carefully, or risk falling on your head.
- C) I will either have potato chips, french fries, or potato salad with my burger.
- D) My parents are either going to name the new baby Susanna or Samuel.

The word "yet" can present a contradiction in a sentence, yet it has a slightly different sense than "but." Pay attention when you see "yet" in your reading, as this will help you learn to use it correctly. You can also experiment with "yet" in your own writing. Your teacher will help you understand its use.

I spent all day making the soup, yet I was not hungry by the time it was finished.
I was afraid of the monster, yet I did not let it stop me from exploring the forest.
I was tired after the baseball game, yet I knew I still had homework to finish.

NO COMMA RULE:
"Yet" can also refer to time, especially when something has not happened. It usually does not require a comma.
I do not have my school supplies yet.
You may not yet be comfortable using this word.

Slide 19

In which sentence is "yet" used to connect two simple sentences?

- A) You are not smart enough to go to college yet.
- B) The burritos were very spicy, yet delicious.
- C) My sister worked hard on her basketball skills, yet she had to quit the team.
- D) I am not yet able to beat my dad at chess.

qa`

Slide 20

S = SO

"So" has several different meanings. When it is a coordinating conjunction, it means "as a result." The first sentence explains why the second sentence happened.

I was very tired, so I fell asleep in front of the television.
The forest was very dark, so I turned on my flashlight.
The beach was full of children, so I made a lot of new friends.

NO COMMA RULE:
"So" can also mean "very." In this case, it is an adverb.
I am so tired.
We also use "so" in other ways without a comma:
How did you do on the test? —So-so.
I won the basketball game! —So what?

Slide 21

In which sentence is "so" used to connect two simple sentences?

- A) I was so happy that I got exactly what I wanted!
- B) My brother said he did not believe in the monster, so I took him to the forest.
- C) So, Mary, do you want to go to the dance with me on Friday?
- D) There were so many kids at the party, I lost track of my friends.

Slide 22

What you learned...

- ✓ You learned that there are seven coordinating conjunctions: for, and, nor, but, or, yet, so
- ✓ You learned to memorize these by using the acronym FANBOYS.
- ✓ You learned that these words are used with a comma to connect two simple sentences.



Understanding Coordinating Conjunctions Test

- 1) Which of the following correctly uses one of the FANBOYS to connect two simple sentences?
- A) The beach is my favorite place to visit, so I go there often.
 - B) I love to play at the beach, but not getting sand in my hair.
 - C) Building sandcastles is fun, so is running in the waves.
 - D) I have not been to the beach with my family yet this year.
-
- 2) Which of the following correctly uses one of the FANBOYS to connect two simple sentences?
- A) The crabs in the tidepools were so tiny I could barely see them.
 - B) I dug a huge hole in the sand, and the water came up and filled it!
 - C) I do not get tired of smelling like the beach nor of washing sand out of my hair.
 - D) After a long day on the beach, I am usually very sunburned, but very relaxed, too.
- 3) Which of the following correctly uses one of the FANBOYS to connect two simple sentences?
- A) The blanket my family always uses at the beach is bright red and easy to spot.
 - B) My mom likes to take a book or a stack of magazines to read at the beach.
 - C) We see the same beach each day, yet the tide always brings a new surprise.
 - D) When we race down the beach, my sister can run really fast, but not very far.

4) Which of the following correctly uses one of the FANBOYS to connect two simple sentences?

- A) My parents say that I am not old enough to learn to surf yet.
- B) My brother looks like he is having so much fun, though!
- C) He says he will teach me to body surf and to use a surf board.
- D) I am trying to be patient, but it is very hard to wait!

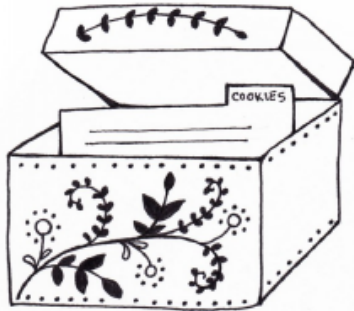
5) Which of the following correctly uses one of the FANBOYS to connect two simple sentences?

- A) I want to become a marine biologist, so I need to work hard to get good grades.
 - B) I will need to learn a lot about fish, crabs, and other kinds of sea life.
 - C) Neither my brother nor my sister likes to be at the beach as much as I do.
 - D) I am always the one who tries to convince my mom and dad to spend the day at the beach.
-

At-Home Challenge

Language Arts: Label all of the pieces in this mentor sentence. Make sure to identify nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, interjections, subject, predicate, etc.

The short unicorn wandered happily through the forest looking for a new friend.



Math: Find one recipe in your kitchen. If you need some help finding one, look in your family's recipe books or on the boxes of food items in your pantry.

Unfortunately the recipe isn't large enough for all of us so double it to make it a bigger recipe. (Double means to make it twice as big.) Any idea what skill we would use to do this? Take the amount of each food item and make double it.

Rewrite the recipe and share it with us!

Science/STEM: Extreme Ice cubes - For these 2 challenges, you will need two ice cubes, a timer, and a piece of notebook paper.

- 1) Your first job will be to make one ice cube melt as quickly as possible (without using an oven, hairdryer, etc.). Your second job will be to keep the other ice cube from melting as long as possible. You might want to create an igloo/house for your ice cube to keep it cold- think STEM project. You will time each challenge to see a) how long it takes you to melt the first ice cube and b) how long you can keep the second cube from melting completely .
- 2) Before starting, jot down your prediction. Which challenge will be more difficult and why?
- 3) Complete each challenge throughout the day. Jot down what you did. What was successful? What wasn't? Let us know your findings.
- 4) Why will this experiment look different for each of us? Share your thoughts!

At-Home Challenge

Reading: Grab a book, magazine, newspaper, etc. and spend some time reading! Your job today is to **DROP EVERYTHING AND READ** for 20 minutes! Share with us what you read and if you would recommend it to others!



Math: Find ten different items in your house with decimals (or fractions) on them. (Do not mix together, find either ten decimal items or ten fraction items! Look **EVERYWHERE**. In the closet, in the kitchen, in the garage! Once you have completed your number hunt, order them from **LEAST to GREATEST**. Let us know what items you found as you order them!



STEM Challenge: What can you do with a cardboard **BOX**? Find any type of box at your house and turn it into something **COOL**! You can use any additional items with your box, but make sure you are **CREATIVE**. When you are finished, share with us what you made and why!