

Family Life



Print Partner Title / First Line	Skill	Grade Level
Kim and Dad	Sequencing	K
Lee Helps Mom	Answering Questions about a Main Character	K
In My Family	Sequencing	K
Meg and Peg were twins.	Word Families	1
Tim's Hidden Talent	Using Affixes and Base Words & Identifying Themes and Character Traits	2
The Mystery of the Attic	Recognize R-Controlled Words	3
My familia. My family.	Distinguishing Fiction and Nonfiction	4
Uncle Coffee's Nephew	Understanding Metaphorical and Symbolic Words	4
Rebekah	Describing Features of Historical Fiction and Identifying Word Meaning	5
Armando's Speech	Reading Fluently	5

- Print Partners are bundled by theme only. Grade level bundles are available.
- Each Print Partner is a stand-alone worksheet. Pagination on the bottom of each page denotes numbering designed for individual worksheets.

Directions: Cut out the pages and put them in order. Staple them together. Then read the story and answer the question.

Kim and Dad



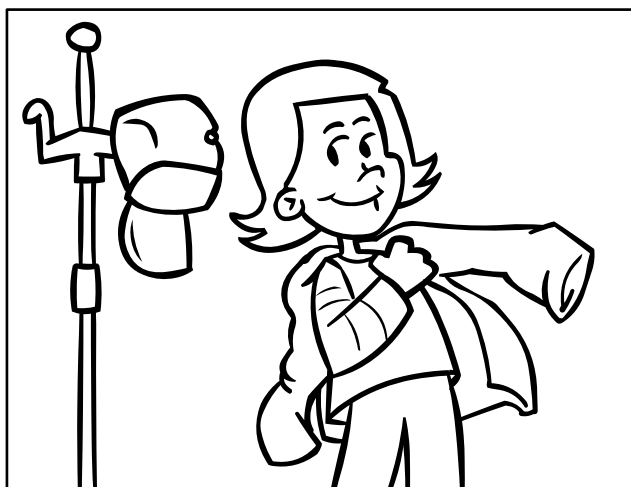
by Rene Holden

Name _____



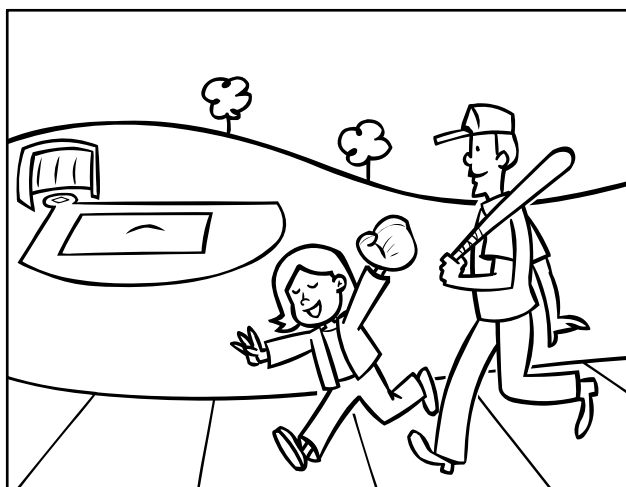
Kim will play ball
with Dad.

1



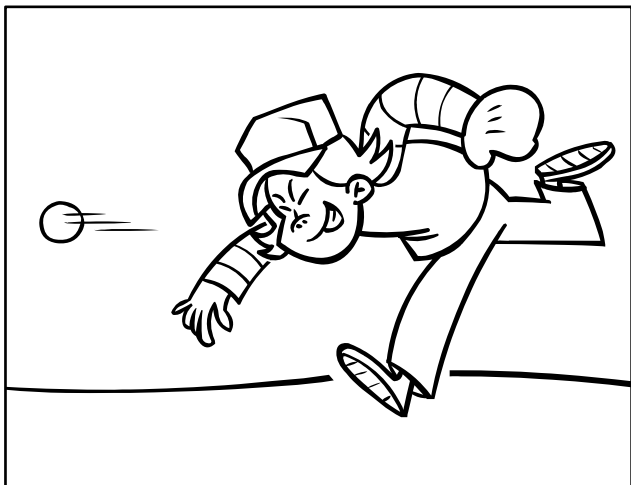
She gets her hat.
She gets her coat.

2



Kim and Dad go to the
park. They play ball.

3



Kim likes playing
ball at the park.

4

Who is this story about?

5

Directions: Cut out the pages and put them in order. Staple them together. Then read the story and answer the question.

Kim and Dad



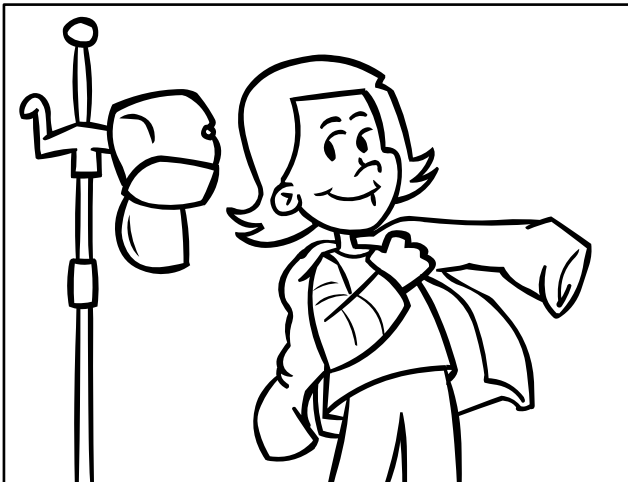
by Rene Holden

Name _____



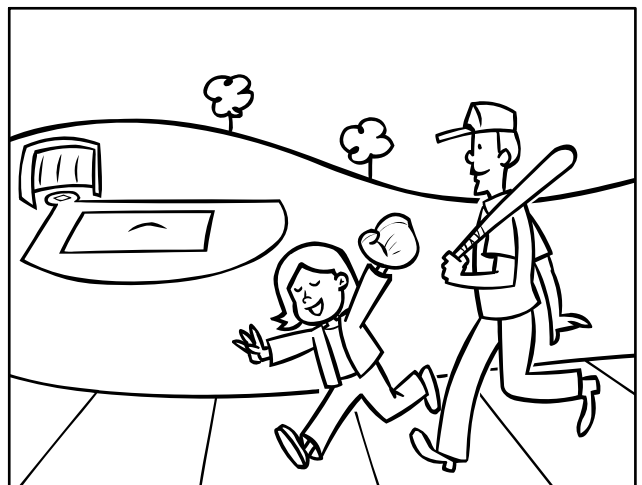
Kim will play ball
with Dad.

1



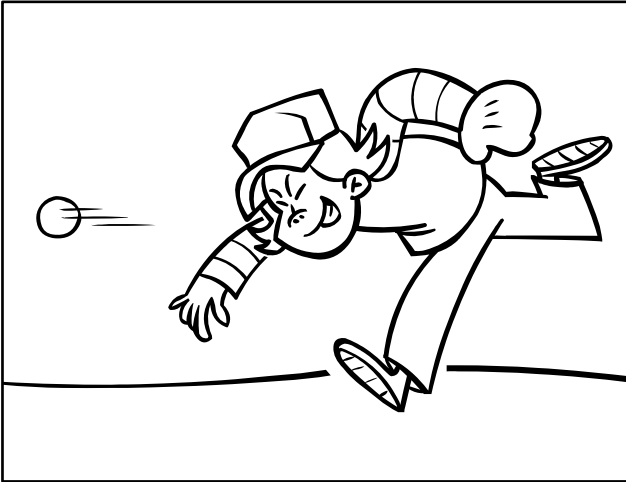
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2



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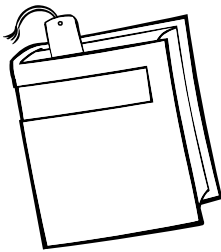
4

Who is this story about?

**Pictures
will vary.**

--- **Kim and Dad** ---

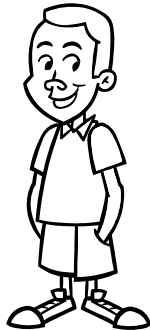
5



Answering Questions about a Main Character

Directions: Cut out the pages and put them in order.
Staple the pages together. Then read the story and answer the question.

Lee Helps Mom



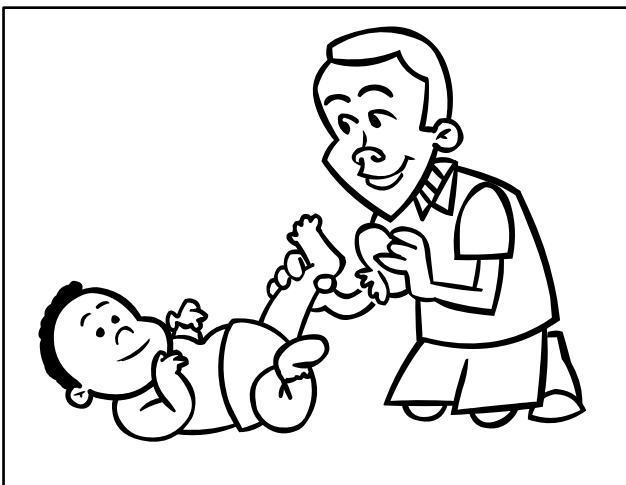
by Rene Holden

Name _____



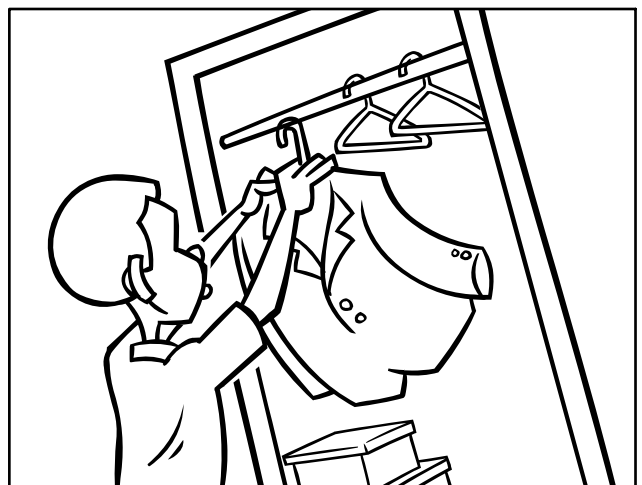
Lee likes to help Mom.

1



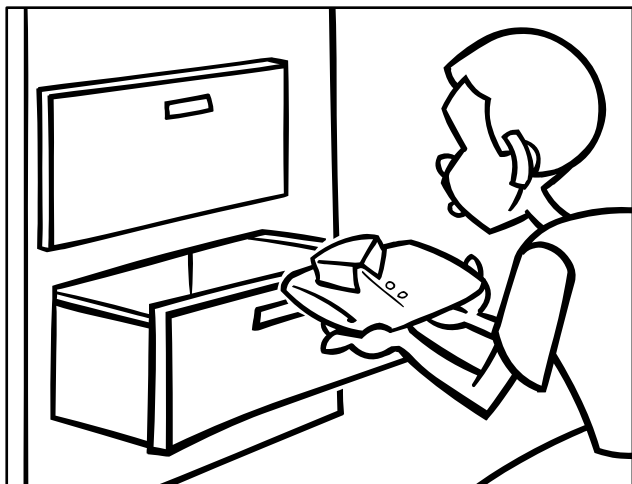
Lee puts shoes on the baby.

2



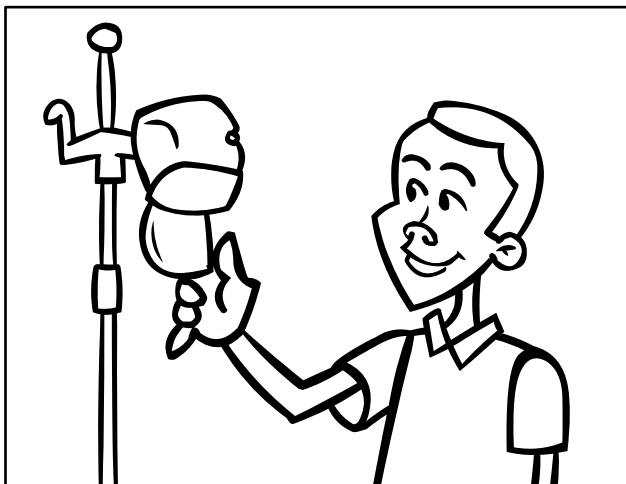
Lee puts the coat in the closet.

3



Lee puts the shirt
in the drawer.

4



Lee puts the hat
on the hook.

5

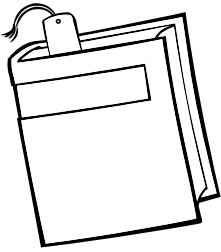


Lee puts his arms
around Mom!

6

Who is this story about?

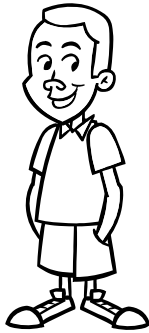
7



Answering Questions about a Main Character

Directions: Cut out the pages and put them in order.
Staple the pages together. Then read the story and answer the question.

Lee Helps Mom



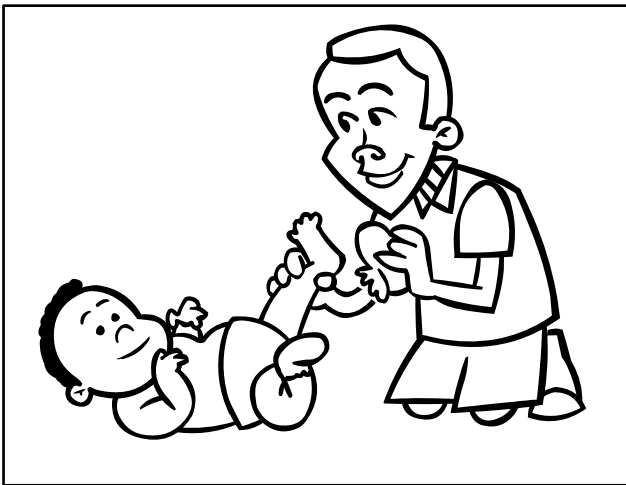
by Rene Holden

Name _____



Lee likes to help Mom.

1



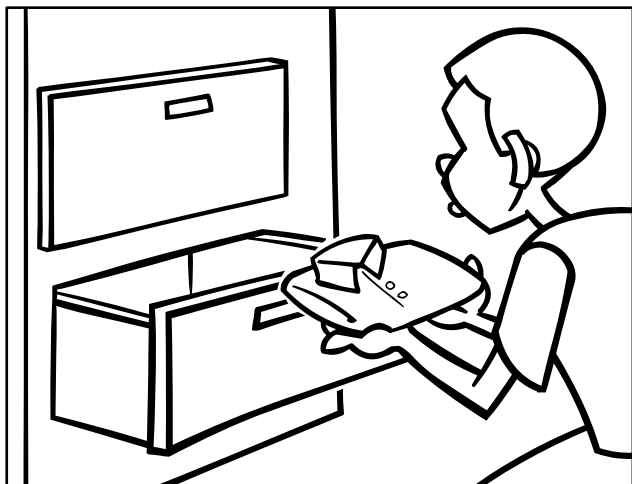
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2



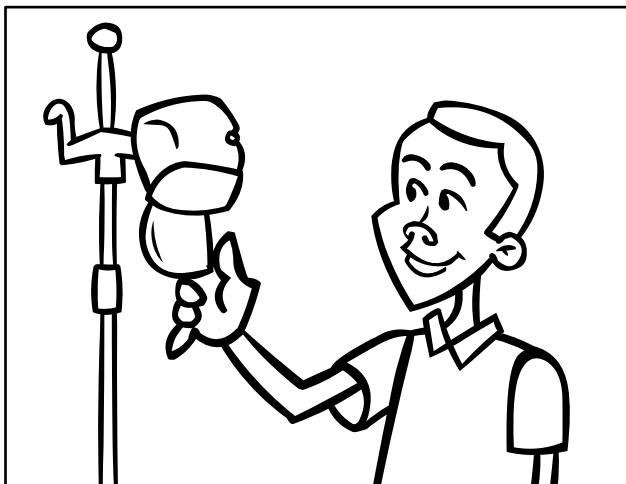
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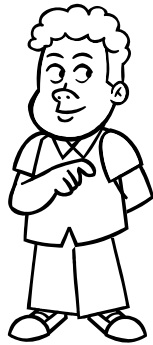
**Pictures
will vary.**

_____ **Lee** _____

7

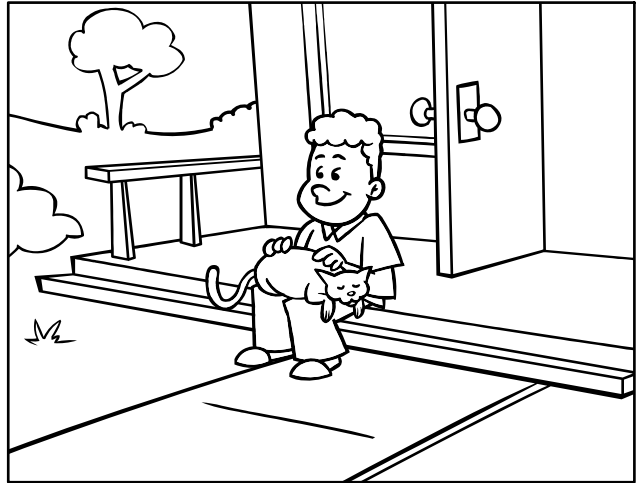
Directions: Cut out the pages and put them in order. Staple the pages together. Then read the story and answer the question.

In My Family



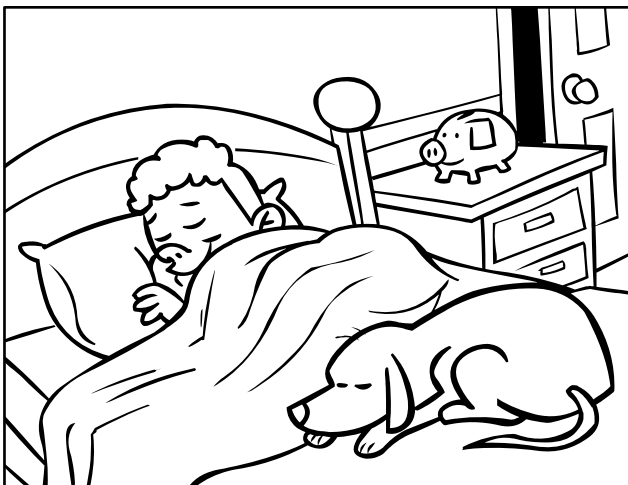
by Nicole Mead

Name _____



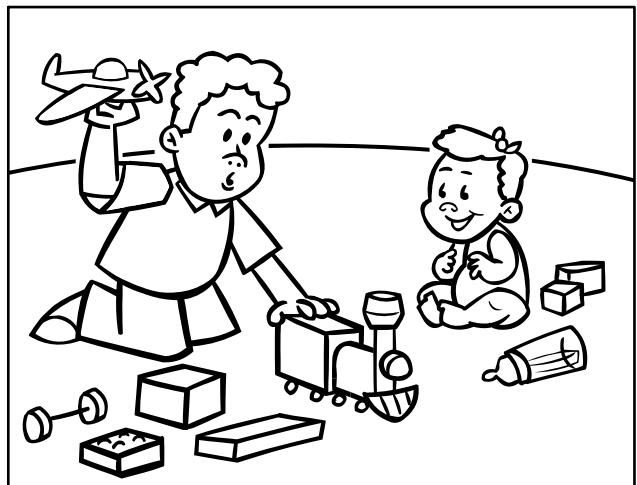
I have a cat in my family.

1



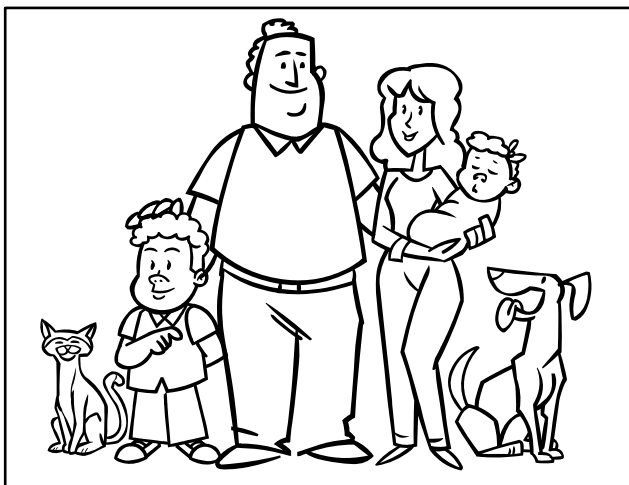
I have a dog in my family.

2



I have a baby sister
in my family.

3



We are a family!

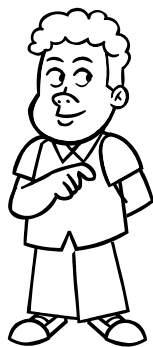
4

Who is in the family?

5

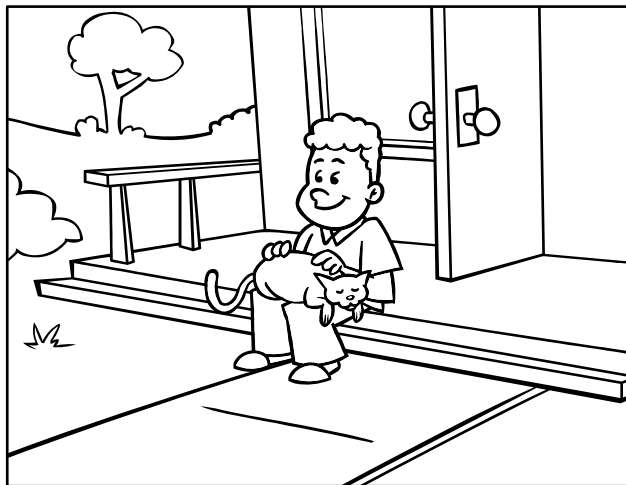
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In My Family



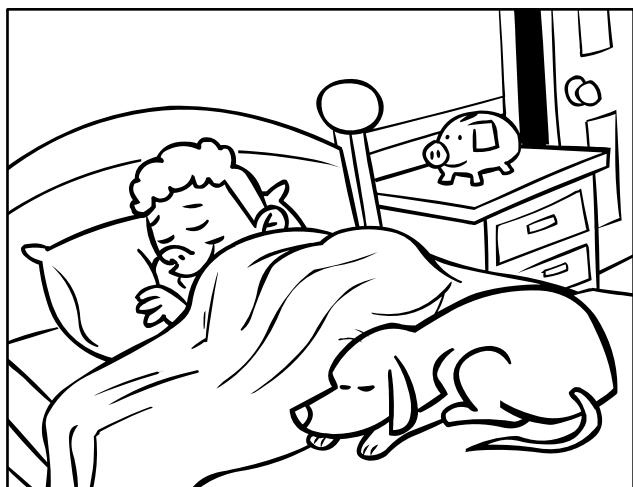
by Nicole Mead

Name _____



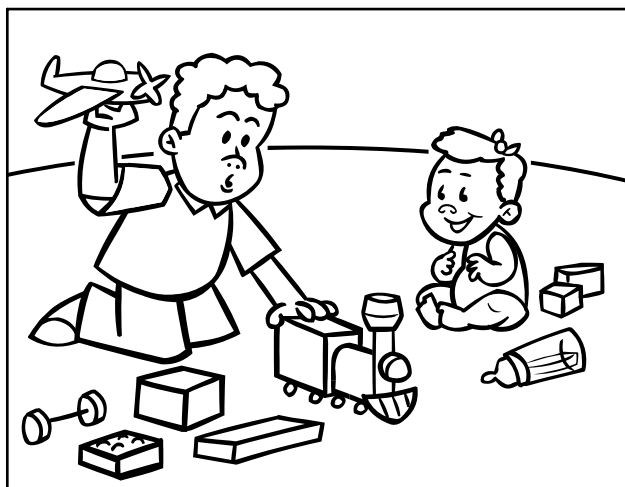
I have a cat in my family.

1



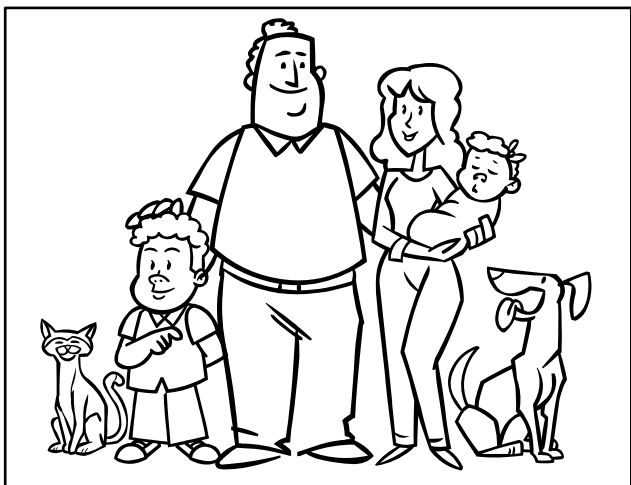
I have a dog in my family.

2



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We are a family!

4

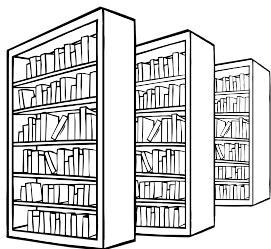
Who is in the family?

**Pictures
will vary.**

Mom, Dad, brother,

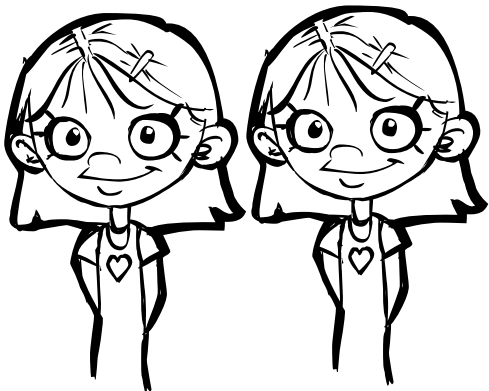
sister, dog, and cat

5



Blending Words in Context and Understanding the Concept of Word Families

Directions: Read the story. Then answer the questions that follow.



Meg and Peg were twins.
They went to see their
Aunt Stamp.

1



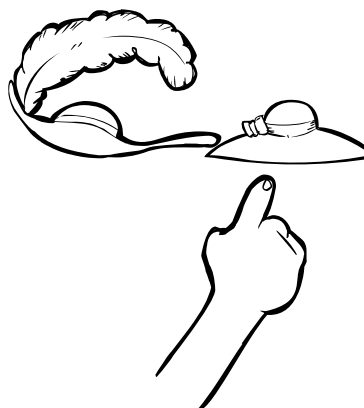
Aunt Stamp had gifts for
Meg and Peg. She
gave Meg a big pink
hat. She gave Peg a flat
green hat.

2



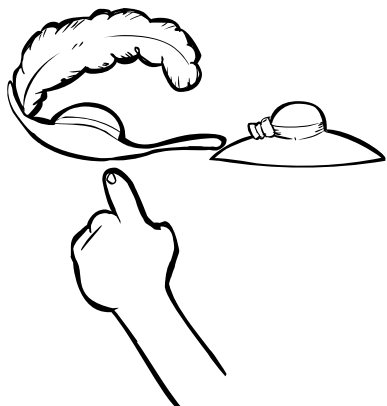
Aunt Stamp said, “Meg
can use Peg’s hat. Peg
can use Meg’s hat. You
can do what you wish
with the hats.”

3



Meg wanted the flat
green hat. “I like
yours best,” said Meg.

4



And Peg wanted the big, pink one. “Well, I like yours best,” said Peg. 5



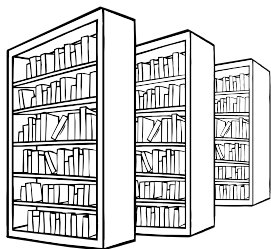
“We can use both hats,” they said. And they did! 6

Directions: Write the words on the blanks to complete the sentences.

1. This story is about _____ ,
_____, and _____ .
2. Meg and Peg are _____ .

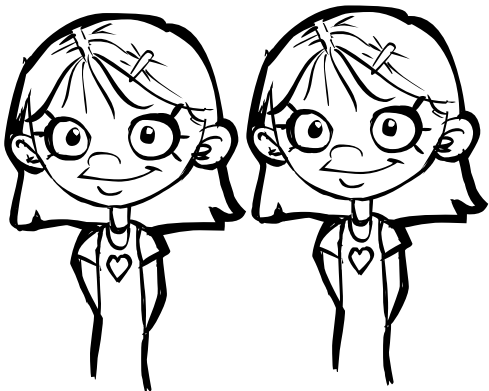
Directions: Write the rest of the letters on the line to complete the word.

1. Aunt Stamp gives Meg and Peg each a g_____ .
2. Aunt Stamp gives Meg a big p_____ hat.
3. Meg likes the flat green hat the b_____ .



Blending Words in Context and Understanding the Concept of Word Families

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Aunt Stamp.

1



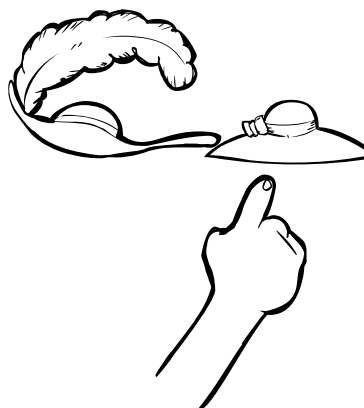
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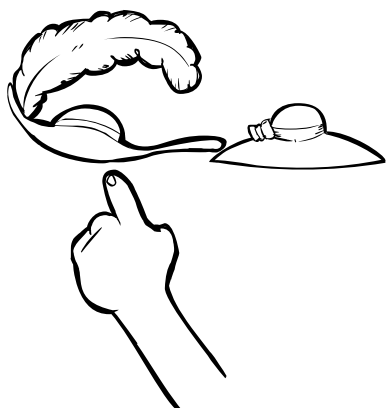
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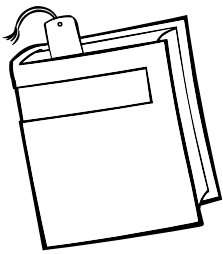
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3. Meg likes the flat green hat the b est .



Mixed Skills: Using Affixes and Base Words and Identifying Themes and Character Traits

Directions: Read the passage. Then answer the questions.

Tim's Hidden Talent

Once there was a boy named Tim. He had two brothers, Tom and Tad. Tim wanted to do something better than his brothers. Both of his brothers were older than he, and they were always making their parents happy. Sometimes Tim felt completely useless. Tom was really good at sports. Tad was really good at schoolwork. What could Tim do to make his mom and dad happy?

“You are the youngest,” their mom would say to Tim. “Some day you will be just as smart. You’ll shoot baskets just as well. Just wait and see.”

It was hard to wait. Tim kept trying to do his best. Tom would win a race. So Tim tried running home faster from school. Tad would do well on a test. Tim worked harder in school.

One day Tim came home from school. His mom, Tom, and Tad were looking under the porch. Their new kitten had chased a ball under the porch, and now she would not come out. Tom and Tad were too big to go after the kitten.

Tim said, “I will get Fuzzy.” He wiggled through the little hole to get under the porch. He crawled to Fuzzy and gently picked her up. Then he crawled back to his brothers and his mother.

With a big smile Tim said, “Guess what? I am best at being the littlest.” His mom took Fuzzy and gave Tim a big smile. Her face shined with happiness.

1. The theme of the story is ____
 - A. young people are not good at anything.
 - B. you have to wait to be good at something.
 - C. every person is good at something.
 - D. making your parents happy is important.

2. You can tell from the story that ____
 - A. Tim is a boy who gives up easily.
 - B. Tim is a boy who tries hard.
 - C. Tim is not good at anything.
 - D. Tim is good at everything.

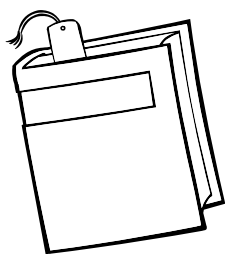
3. You know that Tim is kind because he ____
 - A. picks up the kitten gently.
 - B. tried to make his parents happy.
 - C. tries so hard in school.
 - D. runs fast home from school.

4. Which word means the same as **happiness**?

- A. anger
- B. hope
- C. fear
- D. joy

5. Which word means the same as **useless**?

- A. hopeless
- B. unhelpful
- C. unhappy
- D. brave



Mixed Skills: Using Affixes and Base Words and Identifying Themes and Character Traits

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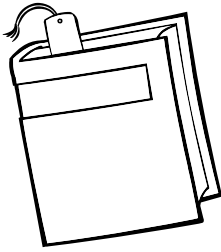
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- B. unhelpful**
- C. unhappy
- D. brave



Recognize R-Controlled Words

Directions: Read the story. Then use the Word Bank below to sort the r-controlled words by sound.

The Mystery of the Attic

“Maria, José! It’s getting dark,” Maria’s mom called. “It’s time to come in.” Maria and José went inside and sat on the couch. They were bored already. Suddenly, José got an idea. He whispered his idea to Maria. They jumped up from the couch and ran to the stairs. “Wait!” José’s aunt cried. “Remember, José, the attic is off limits!” José and Maria stopped and looked at each other. They sat on the steps and wondered about the attic. Maria twirled her hair as she thought.

The two cousins dreamed about things that could be in the attic. José imagined there was a circus behind the door. Maria imagined the whole room was filled with marbles. And if they opened the door, they would all spill out. What a mess! They decided to find out what was in the attic. José asked, “What is in the attic, Aunt Isabel? Why can’t we go up there?”

“Oh, nothing special,” she said as she put away dishes, “just dusty boxes and old furniture.” Maria and José left the kitchen. “Not quite a room full of marbles is it?” José asked. “Nope!” Maria said. The two cousins laughed and decided to play a game instead.

Word Bank

Maria were stairs dark twirled
 marbles whispered bored circus
 furniture remember hair

ar/or

ir/er/ur

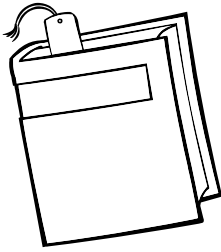
air/ear

Directions: Tell what happened in the story. Write your answers in complete sentences.

Beginning: _____

Middle: _____

End: _____



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Word Bank

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marbles whispered bored circus
furniture remember hair

ar/or

ir/er/ur

air/ear

Maria

were

stairs

dark

twirled

hair

marbles

whispered

bored

circus

furniture

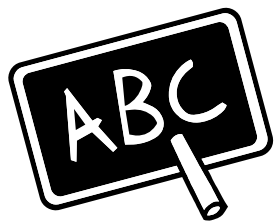
remember

Directions: Tell what happened in the story. Write your answers in complete sentences. **Answers will vary.**

Beginning: **Maria and Jose were bored. They wanted to go into the attic.**

Middle: **Jose and Maria dreamed about what was in the attic, so they asked their aunt.**

End: **The attic was full of dusty boxes and furniture.**



Distinguishing Fiction and Nonfiction

Directions: Read the passage. Then complete the activities that follow.

My Familia

Mi familia. My family. I didn't know many of my relatives. Almost all of them still lived in Mexico, and my parents moved to the United States before I was born. Much of what I knew about my aunts, uncles and cousins came from stories and snapshots. They looked similar to me, with the same wavy, dark hair and big, brown eyes. But I felt different. I spoke Spanish, but not as well as my parents. I didn't know as much about Mexico or Mexican culture, and now my unfamiliar family was coming to visit to help us celebrate the Mexican holiday Cinco de Mayo.

When the doorbell rang, my mother ran from the kitchen straight to the door. "Come," she urged me. I nervously followed.

As soon as my father opened the door, welcoming voices rang through the house. My mother hugged her brother and his wife tightly. They spoke quickly and laughed loudly. I thought I would go unnoticed until my uncle grabbed me up and wrapped me tightly in his arms. "Ah, Papito," he spoke to me in Spanish, "it's been a long time!"

"My name is Carlos," I whispered, thinking he mistook me for somebody else. My uncle laughed noisily and patted my head.

"Papito means 'little papa,'" my mother explained, smiling. I blushed in embarrassment.

As the day wore on, more family arrived. I didn't speak much. Instead, I watched as my family joked with each other and laughed together. They

complimented my mother's homemade Mexican dishes. They spoke of their lives in Mexico and in other American cities. I heard my uncle explain that one of my cousins lived in Los Angeles. She was having a difficult time with work and school. My father immediately offered a room in our house for the cousin to stay in until she got back on her feet. He told my uncle we were family, and that we were here to help. My father and uncle agreed they would call my cousin the very next day.

Soon, my uncle sat down next to me. "So, Papito, how do you like Cinco de Mayo?"

"I like it," I answered.

"Do you know why we have this holiday?" Before I could answer, he replied, "In 1862, the Mexican army defeated the French in the town of Puebla. We didn't have many men, but we were smart and brave and we fought hard." I nodded. "But now," he laughed, "we use this day to be with family and to celebrate our culture."

My uncle patted me on the back and smiled. When he touched me this time, I felt our family connection.

My aunt and uncle spoke to me for a long time, asking me about my school and my friends. They invited me to come to Mexico, promising to show me the country where my parents were born. They stayed in our home for several days before going back to Mexico. I felt sad to see them leave, but I was so grateful to finally understand *mi familia*.

Directions: Reread the passage. Then do each of the following steps:

1. Underline facts, or elements of nonfiction, in the passage.
2. Write the parts of the story that are facts under **Elements of Nonfiction**.
3. Write the parts of the story that the author created under **Elements of Fiction**.

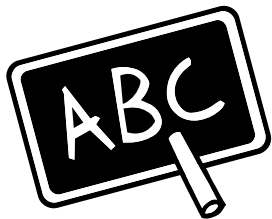
Elements of Nonfiction	Elements of Fiction

Directions: Read each question. Then write your answer in complete sentences on the lines below.

1. How does Carlos view his family at the beginning of the passage?

2. What does Carlos learn about his family?

3. How do Carlos's feelings about his family change by the end of the passage?



Distinguishing Fiction and Nonfiction

Directions: Read the passage. Then complete the activities that follow.

My Familia

Mi familia. My family. I didn't know many of my relatives. Almost all of them still lived in Mexico, and my parents moved to the United States before I was born. Much of what I knew about my aunts, uncles and cousins came from stories and snapshots. They looked similar to me, with the same wavy, dark hair and big, brown eyes. But I felt different. I spoke Spanish, but not as well as my parents. I didn't know as much about Mexico or Mexican culture, and now my unfamiliar family was coming to visit to help us celebrate the Mexican holiday Cinco de Mayo.

When the doorbell rang, my mother ran from the kitchen straight to the door. "Come," she urged me. I nervously followed.

As soon as my father opened the door, welcoming voices rang through the house. My mother hugged her brother and his wife tightly. They spoke quickly and laughed loudly. I thought I would go unnoticed until my uncle grabbed me up and wrapped me tightly in his arms. "Ah, Papito," he spoke to me in Spanish, "it's been a long time!"

"My name is Carlos," I whispered, thinking he mistook me for somebody else. My uncle laughed noisily and patted my head.

"Papito means 'little papa,'" my mother explained, smiling. I blushed in embarrassment.

As the day wore on, more family arrived. I didn't speak much. Instead, I watched as my family joked with each other and laughed together. They

complimented my mother's homemade Mexican dishes. They spoke of their lives in Mexico and in other American cities. I heard my uncle explain that one of my cousins lived in Los Angeles. She was having a difficult time with work and school. My father immediately offered a room in our house for the cousin to stay in until she got back on her feet. He told my uncle we were family, and that we were here to help. My father and uncle agreed they would call my cousin the very next day.

Soon, my uncle sat down next to me. "So, Papito, how do you like Cinco de Mayo?"

"I like it," I answered.

"Do you know why we have this holiday?" Before I could answer, he replied, "In 1862, the Mexican army defeated the French in the town of Puebla. We didn't have many men, but we were smart and brave and we fought hard." I nodded. "But now," he laughed, "we use this day to be with family and to celebrate our culture."

My uncle patted me on the back and smiled. When he touched me this time, I felt our family connection.

My aunt and uncle spoke to me for a long time, asking me about my school and my friends. They invited me to come to Mexico, promising to show me the country where my parents were born. They stayed in our home for several days before going back to Mexico. I felt sad to see them leave, but I was so grateful to finally understand *mi familia*.

Directions: Reread the passage. Then do each of the following steps:

1. Underline facts, or elements of nonfiction, in the passage.
2. Write the parts of the story that are facts under **Elements of Nonfiction**.
3. Write the parts of the story that the author created under **Elements of Fiction**.

Elements of Nonfiction	Elements of Fiction
<p>Cinco de Mayo is a Mexican Holiday.</p> <p>Cinco de Mayo is a celebration of Mexico's 1862 defeat over the French armies.</p>	<p>descriptions of characters and setting</p> <p>dialogue</p> <p>Carlos's feelings</p> <p>actions of Carlos and his family</p>

Directions: Read each question. Then write your answer in complete sentences on the lines below.

1. How does Carlos view his family at the beginning of the passage?

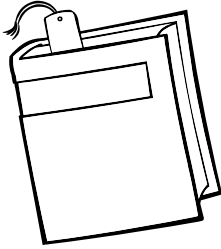
Carlos feels different from his extended family. He doesn't know them well, and doesn't know much about Mexican culture.

2. What does Carlos learn about his family?

Carlos learns about the love his family has for each other. He learns his family members take care of each other, and they are connected by their family and cultural ties.

3. How do Carlos's feelings about his family change by the end of the passage?

Carlos no longer feels like a stranger in his family. He feels connected to his aunt and uncle, and he understands the true meaning of family.



Understanding Metaphorical and Symbolic Words

Directions: Read the story. Then complete the activities that follow.

Uncle Coffee's Nephew

Uncle Coffee lived at the edge of a canyon all alone. He had a nice log cabin that he built himself. The wood came from trees Uncle Coffee ripped from the ground with his bare hands. He was as strong as a bear, yet he used his strength to help everyone. Uncle Coffee was a prince of a man.

While gazing over the canyon, Uncle Coffee whittled a stick into the shape of a deer. Many gentle deer grazed in the meadow at the bottom of the canyon. As he admired the view, Uncle Coffee saw someone approaching. Whoever was coming was talking a blue streak. It was Baby Clovis who was hardly a baby. He was ten years old and nearly as big as Uncle Coffee. Then Uncle Coffee remembered he promised he would watch his nephew Baby Clovis for the summer.

Suddenly Baby Clovis began to run toward his uncle. He was yelling at the top of his lungs and grinning from ear to ear. The deer in the meadow jerked up their heads and ran for the woods. Baby Clovis was a freight train traveling fast. Uncle Coffee had no time to move. Baby Clovis hit with such force he knocked Uncle Coffee off his feet and through the front door.

"Hi, Uncle Coffee. What are we going to do first?" asked Baby Clovis, sitting on his chest.

Baby Clovis was going to be strong as an ox like Uncle Coffee. Right then Uncle Coffee decided to teach his nephew how to use his strength to help others. But Uncle Coffee was worried. Baby Clovis was wild and not a good listener.

"The first thing we are going to do is fix my front door," said Uncle Coffee.

"I love to fix doors!" yelled Baby Clovis. "Do you want me to break the other doors, so we can fix them too?"

"No!" Uncle Coffee replied quickly, as he hammered the nails into the door with his fist. "Now, nephew, you can't go around...Baby Clovis? Where are you?"

Baby Clovis had already departed to find more adventure. He had decided he wanted some fresh honey. He found a beehive in a nearby tree. He picked the hive off the limb, and carried it back to Uncle Coffee's cabin. Baby Clovis did not realize a cloud of wild and angry buzzing bees was following him. Naturally, they did not want to give their honey to Baby Clovis.

Quickly Uncle Coffee racked his brain for ideas. Great strength would not help against angry bees. Or would it? A light came on in his head. He grabbed a tree about ten-feet tall and ripped it out of the ground. He told Baby Clovis to throw the beehive at him as hard as he could. Baby Clovis smiled and threw it at his uncle. When the beehive was close, Uncle Coffee swung the giant bat and knocked the beehive back into the forest. The bees followed the hive.

Looking at Baby Clovis, Uncle Coffee couldn't help but wonder what his nephew would do the next day. Uncle Coffee hoped Baby Clovis would not drive him crazy before learning some self-control.

Directions: Follow the instructions below.

1. Underline the phrase in the passage that means “a great idea.”
2. Double underline the phrase that is a metaphor for the tree Uncle Coffee uses to swing at the bees.
3. Draw a circle around a metaphor for Uncle Coffee.
4. Draw a wavy line under the simile for Uncle Coffee’s powers.

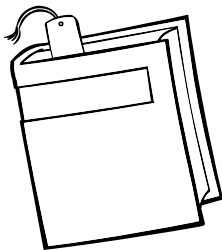
Directions: Read each question and circle the correct answer.

- | | |
|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <p>5. Which creature in the story symbolizes something gentle?</p> <p>A. ox
B. bear
C. bee
D. deer</p> | <p>6. Which creature in the story symbolizes something that is out of control?</p> <p>A. ox
B. bear
C. bee
D. deer</p> |
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Directions: Read each question. Then write your answer in complete sentences on the lines below.

7. Write the metaphor from the story that shows Clovis is both large and fast.

8. Write the expression that represents someone talking nonstop.



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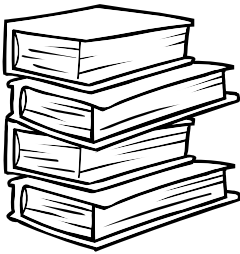
Directions: Read each question. Then write your answer in complete sentences on the lines below.

7. Write the metaphor from the story that shows Clovis is both large and fast.

Clovis was a freight train traveling fast.

8. Write the expression that represents someone talking nonstop.

Someone who talks nonstop is talking a blue streak.



Describing Features of Historical Fiction and Identifying Word Meaning

Directions: Read the story about a girl who lived in America during the late 1700s. Then read each question and circle the correct answer.

Rebekah

Rebekah leaned against a tree near her mother, sewing a seam on the sleeve of her sister's dress. This was Rebekah's favorite time of the day. She enjoyed spending time with her mother; together they mended clothing, conversed, and hummed familiar tunes. Today they had taken their sewing out into the yard and were quiet, basking in the warmth of the afternoon sun.

It would not be long now until Rebekah had a new little brother or sister. She remembered when her little brother, Isaac, had been born. He had been so tiny and pink, but tragically, he had died when a cholera epidemic swept through their town last year. Rebekah herself had barely survived. She had lost three brothers and two sisters to the disease, leaving only four children—her older brother, Ben, twin sisters, Hannah and Mary, and herself. She hoped fervently that this new baby was a boy, since she already had twin sisters.

“Rebekah!”

Rebekah glanced up and saw her mother slumped in the rocking chair clutching her stomach. “Rebekah,” her mother panted, in obvious discomfort, “help me into the house. Then go and get Mrs. Hatch—the baby's coming.”

Rebekah put down her sewing, helped her mother out of the rocker, and carefully walked her into the house and to the bed in the corner of the cabin.

Rebekah grabbed her bonnet and left the house. It took her nearly 15 minutes to walk to the Hatches, the nearest neighbor. Mrs. Hatch was in the kitchen kneading bread.

“Rebekah, what’s wrong?” Mrs. Hatch asked, wiping her hands on her apron. “Is it time? Is the baby coming?”

“Yes,” replied Rebekah. “We need to hurry. My sisters are home with Mother.”

Quickly Mrs. Hatch began gathering the equipment she would need. The two raced back to Rebekah’s house, where Hannah and Mary met them at the door, their faces ashen. On the bed in the corner, Rebekah’s mother was waiting for help.

“Rebekah, take your sisters outside for awhile so I can take care of your mother,” said Mrs. Hatch, as she headed toward the bed. The girls stayed outside until it grew dark. Rebekah helped them practice their stitching, and when they could no longer see to sew, Rebekah brought her sisters indoors.

“Girls, come and see your new brother.” Mrs. Hatch preceded them to the bed. Rebekah and her sisters approached the bed and looked at the tiny baby wrapped tightly in a blanket. Rebekah’s mother smiled at her.

“Thank you, Rebekah, for all your help today,” Rebekah’s mother acknowledged. “I am so proud of you.”

1. The word **precede** means ____
 - A. to go after.
 - B. to think before going.
 - C. to go before thinking.
 - D. to go before.

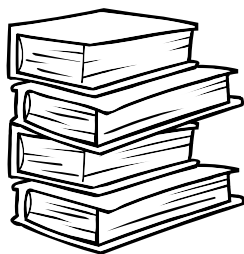
2. Which of the following indicates that the story is historical fiction?
 - A. The main character has an unusual name.
 - B. Mrs. Hatch was kneading bread.
 - C. Rebekah was sewing a dress.
 - D. Father and Ben were fighting the British.

3. Which of the following statements shows the story takes place in the country?
 - A. Mrs. Hatch lived 15 minutes away.
 - B. The men were at war.
 - C. Mother was sitting in a rocking chair.
 - D. Rebekah was sewing.

4. Which of the following shows what life was like for children during the 1700s?
 - A. The girls stayed outside.
 - B. Rebekah sewed a dress.
 - C. The baby was wrapped in a blanket.
 - D. Mrs. Hatch made bread.

Directions: Read the question. Then write your answer in complete sentences on the lines below.

5. Describe at least three differences between Rebekah's life in the 1700s and your life today.



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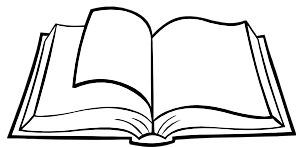
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Directions: Read the question. Then write your answer in complete sentences on the lines below.

5. Describe at least three differences between Rebekah's life in the 1700s and your life today.

Answers will vary.



Reading Fluently

Directions: Read the passages aloud.

Armando's Speech

Written by Susan Motter Johnson

It was Armando's turn to speak to the crowd. The company's president had just told everyone about how the sale of the park would benefit the town. He explained how the money from his company would solve all of the city's money problems and bring new jobs to the area.

Armando could feel the butterflies flying around his stomach. He had never given a speech before. He wondered how he could ever convince the council to listen to a child instead of the president of a big company. But it was his turn, and the only option he could see was to stand up and give it his best attempt.

Armando's voice was shaking when he started to speak. "Ladies and gentlemen, I know you just listened as the president explained all of the great reasons why you should sell the park. I am here to ask you to save the park.

"Some of you are mothers and fathers, some are grandparents, and some are aunts and uncles. Think for a moment about the children in your life, and then think about what the city's park has meant to them.

"How many times have they played there? How many of you have gone for quiet walks around the lake, or thrown a ball, or slid down the slide? Think about the picnics you have enjoyed with your family and friends. Where will you go when the park is no longer there?

"Remember what it is like to be a child and what it is like to play. Where will kids fly kites or play ball? Where will we play when the park

is gone and a tall office building sits in its place? All I am asking you to do, before it is too late, is to remember what it feels like to relax and have fun. Please vote to save the park. A vote to save the park is a vote for kids, it is a vote for families, and it is a vote for you.”

Armando’s voice wasn’t shaking anymore. Everyone in the room was quiet, and then someone in the back started clapping. When Armando looked back to see who it was, he was surprised. It was the president of the company, and soon the room was filled with clapping people. Since it appeared that even the company president had changed his mind, the city council had its answer. The park was saved, and Armando was glad that his speech was over.

Letter to Editor: School Spirit

Written by Susan Motter Johnson

Dear Editor,

I am concerned about the lack of spirit in our school. I have been a student here for five years, and I think this is a really great school. Yet, we do not show our spirit to others. I believe that it is time to let other people know what a great school we have, and I have a few ideas that I know will make a difference in our school spirit.

I really like Rusty, our school mascot; however, most people don’t know about it. Why don’t we show them? There is a great big wall in the front of the school. Right now there is nothing on it. If we painted a giant jackrabbit there, it would tell everyone, “This is who we are!” It would be a wonderful greeting to all of our guests, and it would show pride in our school at the same time.

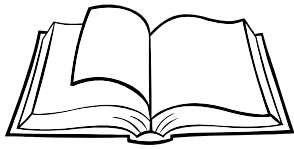
A T-shirt contest would also be a fun way to build excitement in our school. We don't have a school shirt right now, but each class could come up with a design for a shirt. Then everyone could vote to choose the best one. A T-shirt company could make the shirts for us, and then we could all dress in school colors and school shirts on Fridays. Even teachers could join us, and soon, Friday would be school spirit day for everyone.

My last idea is to have a school song. High schools and colleges have fight songs, and we could too. A team of students and teachers could write it. I think it would be cool if it were a rock-and-roll song. Then students could learn the song in their band and music classes, and soon everyone would be humming our new fight song.

I am sure that if we start to show a little spirit, it will begin to grow. It will begin with a little paint, our school colors, and some singing. Then soon we will all have a new pride in our school. Other people will see it too, and then they won't need to guess that we are a great school. It will show in everything we do.

Sincerely,

Ravi Amin



Reading Fluently

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