

Dear Students,

I hope you enjoy reading the book you selected for spring break. Instead of completing the traditional reading log, just be sure to finish your book by the time school starts again on Monday, March 23rd. On the following page, I have given you some writing prompts to choose from (also due on Monday). Responding to these will help you reflect on what you have read and give you some interesting topics to discuss with your classmates. If you are struggling with your book, be sure to ask for help from a family member or friend. Reading with others and discussing literature always makes it more enjoyable and meaningful.

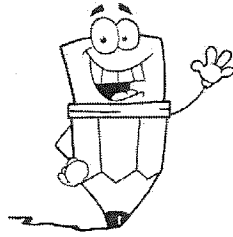
MCA's are just around the corner, so you will also find a few reading exercises. I would suggest doing one of these a day. We will begin talking through these activities the day you return from break.

Whether you're traveling, connecting with family and friends, or relaxing at home, I hope you have a wonderful break!

Best,

Ms. Padilla

Choose three of the following questions to respond to.



- If you could trade places with one of the characters, which would it be and why?
- What do you think was the best part of the story and why?
- What was the theme or the author's message? What events helped you figure out the message?
- Do any of the characters change in the story? What causes them to change?
- How are you different from one of the characters? Explain.
- Was there a character you didn't like in the story? Why didn't you like this character?

Question 1:

Question 2:

Question 3:

Name _____

Author's Viewpoint

Directions: Read the passage. Then read each question about the passage. Choose the best answer to each question. Mark the letter for the answer you have chosen.

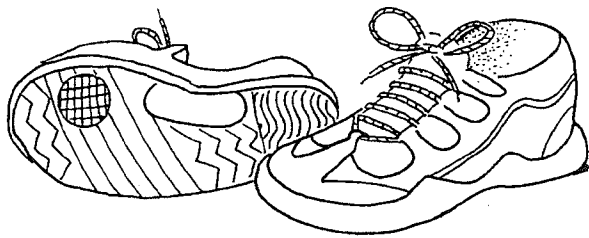
Run for Your Life

Couch potatoes of the world, listen carefully. There's a very good chance that you are ruining your health sitting right there on the couch. Throw down those television remote controls and lace up your sneakers! It's time to get moving!

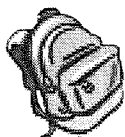
As a whole, American children and young people are not getting nearly enough exercise. For American adults, the situation is even worse. Many Americans do not exercise on a regular basis. (Getting up to go to the refrigerator for a soda doesn't count!)

An inactive lifestyle is dangerous at any age. It puts a person at higher risk for serious health problems. Heart disease, diabetes, and other serious diseases become more likely for people who are not active.

How can you get on the road to good health? Start by getting some regular exercise. You might choose running, jogging, walking, bicycling, gardening, or aerobics. They are all good ways to get "heart smart"! You might actually find out that you enjoy getting healthier by exercising.



- The first paragraph suggests the author will try to—
 - describe.
 - explain.
 - tell a story.
 - persuade.
- Which of the following words reveals how the author feels about the subject of this article?
 - couch potatoes
 - remote controls
 - gardening
 - aerobics
- The author's opening implies that—
 - people should never watch television.
 - people who watch television are more relaxed.
 - people who watch too much television don't exercise enough.
 - couch potatoes have diabetes.
- In this article the author—
 - criticizes Americans who are in poor health.
 - links exercise and health.
 - describes aerobic exercises that will make you healthier.
 - recommends consulting a doctor as soon as possible.
- The author is strongly—
 - in favor of regular exercise.
 - in favor of lace-up sneakers.
 - in favor of an inactive lifestyle.
 - against exercise.



Notes for Home: Your child read a passage and identified the author's viewpoint. **Home Activity:** Read an editorial or a letter to the editor with your child. Together, identify the author's viewpoint and look at how well the author's opinions are supported.

Theme

Directions: Read each story. Then read each question about the story. Choose the best answer to the question. Mark the space for the answer you have chosen.

The Storm

A streak of lightning shot through the sky. Brian knew the storm would be coming soon. There was a lot of work to do before the rain started. Quickly, he led the cows into the barn and shut them in their stalls.

Brian's mom was riding the tractor. She had worked all morning but left the fields because of the storm.

Brian set out towards the horses. He led them back to their stalls. With a loud crash, thunder boomed in the sky. The horses were scared, so he gave them some oats and water.

Then Brian ran to the pig pen. He chased the pigs into their shelter. Lily was in the coop feeding the chickens.

Then the rain started. Large drops of water fell from the sky. Brian, Lily, and their mom ran towards their home. Wet and tired, the family had prepared the farm for the storm.

1. What is the theme of the story?

- It's fun on a farm.
- It rains on farms.
- Farms are a lot of work.
- Only children work on farms.

2. Which of these details supports the theme?

- Pigs squeal.
- Brian fed the horses.
- Brian likes horses.
- The rain started.

3. Which of these details supports the theme?

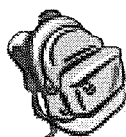
- Brian led the cows to their stalls.
- Brian ran into the house.
- Horses eat oats.
- They had horses.

4. Which of these details does **not** support the theme?

- Mom worked all morning.
- Lily fed the chickens.
- Brian fed the horses.
- The thunder was loud.

5. Which of these details does **not** support the theme?

- Big raindrops fell.
- Lily worked in the coop.
- Brian worked in the pig pen.
- Mom worked on the tractor.



Notes for Home: Your child has identified the theme, or the big idea of a story. **Home Activity:** Take turns telling each other stories. Ask your child to identify the theme in each of the stories. Look for big ideas such as: *Honesty is the best policy.*

Making Judgments and Plot

Directions: Read the story. Then read each question about the story. Choose the best answer to the question. Mark the letter for the answer you have chosen.

Undercover Artist

No one paid much attention to the new kid, Max. Who would? He didn't talk much. At lunch, Max just about disappeared. Some of his new classmates thought he was homesick. Others just thought he was boring.

One morning a cartoon of Mr. Foley's sixth grade class appeared on the chalkboard. You could easily identify people in it. The artist had caught the personalities of everyone in the class. It showed Joey gazing out the window. Kathy was waving her hand to answer a question. Keisha was shown taking lots of notes. It captured Mr. Foley perfectly with his glasses on top of his head and chalk marks all over his suit.

Almost everybody laughed and praised the drawing. Mr. Foley didn't erase it. Max said nothing. He didn't seem very interested.

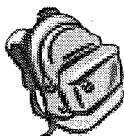
By lunch time, the class was dying to discover who the mystery artist was. No one in the sixth grade had such talent.

Then Rosa remembered that Max always doodled while the rest of the class talked and joked. She went to look over Max's shoulder. Sure enough, he was deep into a funny drawing of their last baseball game.

"I guess the cat's out of the bag now," said Max.

"It sure is," said Lou, "and we're glad. We need you on the class newspaper!"

- The rising action of this story begins when—
 - we first read about Max.
 - the cartoon appears on the board.
 - the class is at lunch.
 - the newspaper comes out.
- The climax of the story occurs when—
 - Lou says, "We need you on the class newspaper!"
 - Max just about disappears at lunch.
 - the class sees the drawing on the chalkboard.
 - the class realizes that Max is the artist.
- At first, the class assumed Max was
 - very talented.
 - an athlete.
 - very involved in schoolwork.
 - uninteresting or homesick.
- By the story's end, the class
 - thinks Rosa is very smart.
 - wants to frame a picture by Max.
 - wants to print the next issue of the newspaper.
 - has new ideas about Max.
- Max was quiet because—
 - he didn't like his classmates.
 - he was always busy drawing.
 - he didn't know the answers.
 - he was doing his homework.



Notes for Home: Your child read a story and used its details to identify important characters and events and to make judgments about them. **Home Activity:** Ask your child to outline the main events of a story you both know. Talk together about your judgments of the main characters.

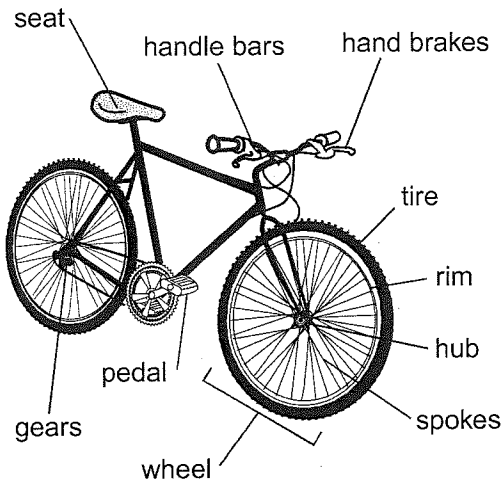
Name _____

Manual

A **manual** contains directions that help readers use or understand something.

Directions: Use the bicycle manual page to answer the questions.

Different Parts of a Bicycle



Adjusting the Height of the Seat

Use a wrench to loosen the bolt on the bar beneath the bicycle seat. Raise or lower the seat as needed. Tighten the bolt to hold the seat in place.

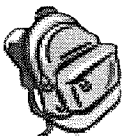
Filling a Tire with Air

Locate the nozzle on the inside rim of the tire. Remove the cap from the nozzle. Attach a standard bicycle pump to the nozzle. Use the pump as directed. Fill the tire until it is firm. Remove the pump. Replace the cap and screw it tightly in place.

1. On which part of a bicycle are the spokes? _____
2. If you were looking for a good place to ride your bicycle, would you look in a bicycle manual? Explain.

3. If you needed to replace a pedal, would you look in a bicycle manual? Explain.

4. What tool would you use to loosen a bolt on a bicycle? _____
5. What tool would you use to fill a tire with air? _____



Notes for Home: Your child identified the kind of information that is found in a manual.
Home Activity: Show your child a manual that you use such as a home-improvement manual or a car manual. Work together to identify the different kinds of information it contains.

Making Judgments

Directions: Read the story. Then read each question about the story. Choose the best answer to each question. Mark the letter for the answer you have chosen.

Forward March!

Jack and Paul were going all the way to Washington to march in the parade with their friends Sally and Roberto. They would travel down by train the day before. Jack had been thinking about it all week. He and Paul were good friends, and they would have a great time at the parade.

The night before, Jack and Paul got together to pack their bags. Paul noticed that Jack didn't pack an umbrella.

"Aren't you taking your umbrella, Jack? I read that it may rain tomorrow."

"I can't be bothered with an umbrella," objected Jack. "My pack is heavy enough already. Besides, why would it rain? The weather has been great all week."

Paul said nothing. He went back to his packing.

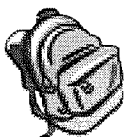
Jack watched as Paul stuffed a sweater into his pack. "Why are you taking that? Your pack will be so heavy you won't want to go anywhere! Besides, it's warm out."

"Sally travels on those trains all the time, and she says they're always cold," Paul explained. "They always have the air conditioning on full blast."

"Oh, what does she know?" scoffed Jack. "Sally always thinks it's cold. Bring that sweater if you want to, but I'm not taking one."

Paul grinned at his friend and zipped his full pack. "All set?" he asked. "We should get some sleep if we want to be awake in time for our train tomorrow!"

- Jack thinks he won't need an umbrella because—
 - it's too big to fit into his backpack.
 - he has no room for it.
 - he doesn't believe it will rain.
 - Paul has an umbrella.
- Jack should take an umbrella because—
 - Paul tells him to.
 - Paul read a forecast that predicted rain.
 - they can sell it later.
 - it will balance the weight of his pack.
- Paul takes a sweater because—
 - Sally told him it would snow.
 - he likes to wear sweaters.
 - he thinks it will amuse Jack.
 - Sally told him the train would be cold.
- Which character do you think is best prepared for whatever may happen?
 - Jack
 - Paul
 - Sally
 - Roberto
- Which character do you think is least prepared for whatever may happen?
 - Jack
 - Paul
 - Sally
 - Roberto



Notes for Home: Your child read a story and made judgments about the characters and their actions. **Home Activity:** Talk with your child about some of the decisions he or she made recently. Together, discuss your opinion of each decision.