UNRaaVELing the Strategies for Substitute Teachers

Target Audience: Substitute Teachers

Synopsis: Introduction to the UNRaaVEL reading strategy that is used in K-12 classrooms throughout the Lee County School District.

**Will be providing activities for practice as a whole group and small group breakout sessions. Will also provide practice reading passages and the answer keys to each passage to each substitute so that they can practice on their own to become comfortable using the UNRaaVEL strategy within each classroom that they are to be a substitute in.

This strategy is used throughout the Lee County School District and the goal is to provide a skill set to help each substitute reinforce what each regular classroom teacher has started with his/her students, so that each student can be set up for success and they can be prepared for the assessments in their classroom and beyond.

Time Needed/Allotted: About 60 Minutes

**Includes follow-up activities and UNRaaVEL Tip Sheets along with my contact information for any help needed and to answer questions after this class is taught.

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UNRAaVELing the Strategies for Substitute Teachers

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It’s UNRRAaVEL, Baby!

A reading strategy created by Larry Bell
Presented by Nancy Laws
Roane County Schools

The man behind the strategy

Larry Bell is a 25 year veteran in education. Fifteen of those years were spent as a classroom teacher where he was nominated for the National Agnes Meyer Outstanding Teacher Award. Larry Bell has been the keynote speaker at many conferences across the country such as the National ASCD Conference, the National Association of Multicultural Education Conference, numerous state NCA affiliates and hundreds of local and regional conferences. Larry, who taught at Eau-bell High School, a school with over 3,000 students speaking 36 different languages, was recognized for his innovative classroom strategies that allowed his so-called “Tough Kids” as well as his “Gifted and Talented” to excel. For seven years, Larry Bell served as the Supervisor of Multicultural Education for Prince William County which meant providing hands-on guidance for schools that were attempting to serve a diverse student body, many of whom were learning English as a second language. Larry’s efforts in this position were recognized when he was given a $550,000 grant by the federal government to pilot his ideas in 1996, and again when he was selected as the Mary Hatwood Futrell Award winner by the Virginia Education Association in 1998. He was also invited, and traveled, to South Africa to share ideas in 1996. Larry, a Citadel graduate, is now a full-time consultant who owns his own company.
What is UNRAaVEL?


- Gets your motor revving, or as I like to say, “It’s the appetizer to a good meal!”
- As you are underlining the title, your mind should start creating any connections that you have to these words.
- These connections can be text-to-self, text-to-text or text-to-world.
- These should also be kind of “basic”.

Now predict the passage

Scan the text and decide if you think the passage is Fiction or Nonfiction

- Fiction is usually written with a descriptive paragraph style - Title and/or paragraphs may lack clear outline and/or theme.
- Include: who (character(s)) when (setting) what (plot) and why (goal)

- Nonfiction, but not specific features such as: headings, photos, illustrations, charts. These titles may be more text based and include more of data or information included. What type of information you think you might learn about the topic.
This is very straightforward and the reason for numbering the paragraphs is mostly so the student can prove to you where they found the answer.

Are the questions being read?

Are the important words being highlighted?

bold

underlined

italics

dates

Proper Nouns
Students should be doing things while they “venture” through the passage!

1. Making a second, deeper connection. This should NOT be text-to-self.

2. Highlighting the important words/important information. These should be similar to the words that were highlighted in the previous step!

3. Enjoy it!!!

Resources…

- http://www.studystack.com/flashcard-410713
- http://www.teacherspayteachers.com
- http://www.readworks.org
- http://mrnussbaum.com/readingpassageindex/
- http://www.englishforeveryone.org/Topics/Reading-Comprehension.htm
- http://www.k12reader.com/subject/5th-grade-reading-comprehension-worksheets/
- http://www.havefunteaching.com/
Reading and Math Strategies

UNRAVEL FOR READING

U- **underline** the title and look at any picture clues

N- **now** make a prediction of what the story is about

R- **run** through and number your paragraphs

A- **are** you reading the questions first and circling key words? in the directions also!

V- **venture** through and read the text

E- **eliminate** answers that don't make sense

L- **let** yourself answer the question and write down next to the question where the answer was found--what paragraph?

The last and most important step is to double check your work!

UNRAVEL FOR MATH

U- **underline** the question in the word problem

N- **now** circle all key words and important information in the question and in the problem

R- **read** it carefully and come up with a plan-are there key words?

A- take **action**, develop a plan, draw a picture or use a graphic organizer

V- **verify** the value of your answer, is it what the question asked you to find?

E- make sure you have a math **equation**, a math sentence, with value for the answer

L- **let** yourself double check your work, is your answer reasonable? Does it make sense?
UNRAVEL – Reading Comprehension Strategy

Good readers actively seek information from the text before, during and after reading. Poor readers tend to read, then try to recall information afterwards. They are passive and are often unsure as to why they are not successful. The UNRAVEL strategy lets them in on the good readers’ secret of interactive reading. It is a wonderful tool for helping students with reading comprehension questions, especially on the FCAT and the benchmark tests they have to take in school.

UNRAVEL – what it stands for:

Underline the title
Number the paragraphs
Read the questions (before reading the passage)
Are important words circled?
Venture through the passage (as in, journey, take it on, dare to explore it)
Eliminate wrong answers
Look back for answers (most important step)

It is very important that each step is taken in the order they are listed. Make sure the student reads the questions before they read the story, this helps them know what information to look for. Are important words circled; this would include anything in bold type, italics, etc. Eliminate wrong answers means to get rid of the answers that don't make sense, cross them out. This process is a little time consuming but can really help a student that is struggling with comprehension.

To teach it, use one of the lessons from the Test Ready Reading booklet and do it together. It’s important that you model it and have the student do it step-by-step with you. Then, next session, have the student do it with you right beside him / her to give them some pointers this time. The third session, let them do this for himself / herself with the UNRAVEL sheet. As time passes, they should commit the acronym to memory, jot down the word UNRAVEL at the top of a reading passage and be able to use it independently.

Feel free to give the next page to your students.
UNRAVEL the Mystery of Successful Reading!

Underline the title
Number the paragraphs
Read the questions
Are important words circled?
Venture through the passage
Eliminate wrong answers
Look back for answers (the most important step)
There are three different levels of government in the United States: federal, state and local. Officials in each level are elected by the people to serve and protect the people within the **jurisdiction**, or area of authority. The federal government handles relations between the United States and other countries, including war, peace treaties and trade. It is also in charge of printing money and running the military. State governments are responsible for public education, health and safety. Local governments provide services, such as parks, police and fire protection, to members of the community.

The federal government is the national level of government. It is divided into three separate **branches**: the **legislative** branch, the **judicial** branch, and the **executive** branch. The three branches work together to make sure the power is balanced, and no individual branch becomes too powerful. This is known as a system of checks and balances.

Congress is the legislative branch. It is responsible for making laws. Congress is made up of two separate chambers: the Senate, and the House of Representatives. Each state is represented in each chamber. A state elects two senators to the Senate. Each state’s representation in the House of Representatives is based on the state’s population.

The judicial branch is responsible for interpreting laws and for hearing court cases. These court cases decide if a law has been broken or if a law is unjust. The Supreme Court is our nation’s highest court and has power over all lower courts when deciding matters concerning in the U.S. Constitution.

The executive branch is responsible for executing, or carrying out, laws. The president of the United States is in charge of this branch and is assisted by his cabinet of advisors. The president signs bills into law and can also veto proposed laws. In addition, the president is commander in chief of the U.S. armed forces.

The three branches of the federal government work together to ensure that the rights of citizens are not lost. The ultimate power in the U.S. government belongs to the people. Citizens entrust their power to government officials by voting to elect them.

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**Branches of Government**

**Cross-Curricular Focus: History/Social Sciences**

Answer the following questions based on the reading passage. Don’t forget to go back to the passage whenever necessary to find or confirm your answers.

1) What does a system of checks and balances protect against?

___________________________________________

___________________________________________

2) Which of the branches of the federal government is divided into two separate chambers? What are the chambers?

___________________________________________

___________________________________________

3) What is the difference between representation in the House and representation in the Senate?

___________________________________________

___________________________________________

4) What is the judicial branch responsible for?

___________________________________________

___________________________________________

5) The president of the U.S. is in charge of which branch of government?

___________________________________________

___________________________________________
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### Branches of Government

**Cross-Curricular Focus: History/Social Sciences**

Answer the following questions based on the reading passage. Don’t forget to go back to the passage whenever necessary to find or confirm your answers.

Actual wording of answers may vary.

1) What does a system of checks and balances protect against?
   - It prevents one branch from becoming too powerful

2) Which of the branches of the federal government is divided into two separate chambers? What are the chambers?
   - The legislative branch is divided into the Senate and the House of Representatives.

3) What is the difference between representation in the House and representation in the Senate?
   - the state’s population

4) What is the judicial branch responsible for?
   - interpreting laws and hearing court cases

5) The president of the U.S. is in charge of which branch of government?
   - executive branch
Branches of Government
Cross-Curricular Focus: History/Social Sciences

1. There are three different levels of government in the United States: federal, state and local. Officials in each level are elected by the people to serve and protect the people within the jurisdiction or area of authority. The federal government handles relations between the United States and other countries, including war, peace treaties and trade. It is also in charge of printing money and running the military. State governments are responsible for public education, health and safety. Local governments provide services, such as parks, police and fire protection, to members of the community.

2. The federal government is the national level of government. It is divided into three separate branches: the legislative branch, the judicial branch, and the executive branch. The three branches work together to make sure the power is balanced, and no individual branch becomes too powerful. This is known as a system of checks and balances.

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   The three branches of the federal government work together to ensure that the rights of citizens are not lost. The ultimate power in the U.S. government belongs to the people. Citizens entrust their power to government officials by voting to elect them.

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What does a system of checks and balances protect against?

The System of Checks and Balances protects against one of the branches from becoming too powerful.

2) Which of the branches of the federal government is divided into two separate chambers? What are the chambers?

The branch of federal government that is divided is the legislative branch. The chambers are the Senate and the House of Representatives.

3) What is the difference between representation in the Senate and representation in the House?

The state elects two senators while the House of Representatives is based on the state's population.

4) What is the judicial branch responsible for?

The Judicial branch is responsible for interpreting the laws and for hearing court cases.

5) The president of the U.S. is in charge of which branch of government? The President of the U.S. is in charge of the Executive Branch of Government.
Read the passage based on Lewis Carroll’s Alice’s Adventures in Wonderland. Use each Think About It to guide your reading.

Alice’s Adventure

1. Alice sat by the river with her sister. She was feeling **blasé**. There was nothing at all to do. Her sister was boring. The river was dull. Her sister just sat there with her nose in a book, paying Alice no attention at all.

2. Just as Alice was considering passing the time by making a useless chain of daisies, she saw a most amazing thing: A white rabbit with bright pink eyes came running by. But this was not the perplexing part. The rabbit did more than run. He shouted! Rather, he was bellowing.

3. “I’m late! I’m late!” the rabbit yelled, waving around a small pocket watch. Alice could not believe her eyes. She thought perhaps she had spent too much time in the hot sun with nothing to do, and that her mind was deceiving her.

4. Before considering her actions, Alice took off running after the rabbit. Where was he going? What was the important thing he was late for? Alice had to know.

5. Alice followed the rabbit across the field. He was wearing a small waistcoat and a hat. **What a curious creature**, Alice thought, and did her best not to lose sight of him.

6. After a time Alice saw the rabbit jump through a hole in the ground. “A rabbit hole!” she said to herself. “This must be where the funny rabbit lives.”

7. Alice jumped in the rabbit hole. Suddenly, it went from a gentle slope to an abrupt drop. Before Alice could grab hold of anything, she found herself falling deeper and deeper down the rabbit hole. Where would this lead?
Use the Hints to answer the questions below. Circle the correct answers and provide supporting details from the passage.

1. Which word is most opposite in meaning from the word blase?
   A. excited
   B. bored
   C. curious
   D. tired
   
   Supporting Details: ____________________________

2. Which word is most similar in meaning to deceiving?
   A. considering
   B. following
   C. tricking
   D. understanding

   Supporting Details: ____________________________

3. When the author says that the hole "went from a gentle slope to an abrupt drop," he means that Alice's fall
   A. went from being gradual to sudden.
   B. went from being fast to slow.
   C. was not as deep as she expected.
   D. stopped without any warning.

   Supporting Details: ____________________________
Read the passage based on Lewis Carroll's *Alice's Adventures in Wonderland*. Use each Think About It to guide your reading.

### Alice's Adventure

1. Alice sat by the river with her sister. She was feeling **blase**. There was nothing at all to do. Her sister was boring. The river was **dull**. Her sister just sat there with her nose in a book, paying Alice no attention at all.

2. Just as Alice was considering passing the time by making a useless chain of daisies, she saw a most amazing thing: A white rabbit with bright pink eyes came running by. But this was not the perplexing part. The rabbit did more than run. He shouted! Rather, he was bellowing.

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6. After a time Alice saw the rabbit jump through a hole in the ground. “A rabbit hole!” she said to herself. “This must be where the funny rabbit lives.”

7. Alice jumped in the rabbit hole. Suddenly, it went from a gentle slope to an abrupt drop. Before Alice could grab hold of anything, she found herself falling deeper and deeper down the rabbit hole. Where would this lead?
Read the sentences that follow the word *blasé*. What do they tell you about what the word means?

Alice sees a talking rabbit and thinks her mind might be deceiving her. Based on this information, what does *deceiving* most likely mean?

What is the word relationship between "gentle slope" and "abrupt drop"? What does this relationship tell you about Alice's fall?

Use the Hints to answer the questions below. Circle the correct answers and provide supporting details from the passage.

1. Which word is most opposite in meaning from the word *blasé*?
   - A) excited
   - B) bored
   - C) curious
   - D) tired

   **Supporting Details:** In paragraph 1, it tells me that Alice thought her sister was boring. There was nothing to do; the river was dull.

2. Which word is most similar in meaning to *deceiving*?
   - A) considering
   - B) following
   - C) tricking
   - D) understanding

   **Supporting Details:** In paragraph 3, she thought that she spent too much time in the hot sun with nothing to do.

3. When the author says that the hole "went from a gentle slope to an abrupt drop," he means that Alice's fall
   - A) went from being gradual to sudden
   - B) went from being fast to slow
   - C) was not as deep as she expected
   - D) stopped without any warning

   **Supporting Details:** In paragraph 7, she wasn't able to grab hold of anything as she fell deeper and deeper into the hole.
Read the passage “Juan Ponce de León and the Fountain of Youth” before answering Numbers 1 through 6.

Juan Ponce de León and the Fountain of Youth

by Lucia Gardner

There has long been a legend of a stream of water that makes anyone who drinks from it younger and more vibrant. The stream is called the Fountain of Youth. For thousands of years, people have searched for this fountain, believing it would bring eternal life. Stories about it appear in many different cultures, including ancient Greek literature, which includes stories of a very strange stream in Ethiopia.

Nobody has ever found the Fountain of Youth or been able to prove its existence. But the tale is well known, and many people have searched far and wide. One such man was Juan Ponce de León, a wealthy Spanish conqueror and explorer. Ponce de León was born in 1474 in the northern part of Spain. He was born to a noble and influential family.

PONCE DE LEÓN THE EXPLORER

In 1493, after serving in the Spanish military, Ponce de León decided to explore new worlds. At that time, many European countries were sending sailors to what they called the New World and what we now know as America. One such explorer was Christopher Columbus, who is credited with discovering America in 1492.

Ponce de León joined Columbus on the explorer’s second journey to the New World. But they were not alone. More than 1,200 people—including sailors, citizens, and soldiers—joined Columbus on this mission.

In November 1493, Columbus, Ponce de León, and the rest of the crew landed on an island in the Caribbean. The island was Hispaniola, which is where Haiti and the Dominican Republic are today. Near Hispaniola was the area now known as Puerto Rico, which would play a big part in Ponce de León’s life.
PONCE DE LEÓN THE GOVERNOR

By 1502, the situation on the island of Hispaniola was chaotic. Spain did not have the amount of control it wished to have over the native people, the Taínos, who were rebelling against the Spanish. Ponce de León helped crush the rebellion and was appointed governor of the province.

But the Taínos helped seal Ponce de León’s fate in another way. They told him about a nearby island that was lush and green, with gold in its rivers. Being a greedy man in search of wealth, Ponce de León decided he must explore the island.

Ponce de León went to the island (now Puerto Rico) in 1506, and the stories of rivers of generous amounts of gold were confirmed. Ponce de León returned to the island in 1508 with up to 50 men. During the expedition, the men gathered as much of the precious gold as they could carry.

LOST YOUTH

Ponce de León remained on the island for three years following his initial exploration. He had plenty of wealth and riches. By 1511, there were rumors of additional islands just west of Hispaniola. Spain continued its interest in exploring and conquering the new world, and so Ponce de León was hired by the Spanish royal family in 1512 to get a team of explorers together.

Although it is not stated in either Ponce de León’s orders from Spain or in his journals, many believe that Ponce de León had another reason to sail west in search of more islands. He was getting older, and he had heard rumors of a special fountain that could help him regain his youth. Many historians believe that Ponce de León hoped to find the legendary Fountain of Youth.

THE QUEST FOR THE FOUNTAIN

In 1513, Ponce de León once again set sail, heading northwest. His fleet consisted of three ships: the Santiago, the San Cristobal and the Santa Maria de la Consolación. He brought with him about 200 men.

The group left Puerto Rico and sailed past the Bahamas, then into the open sea until coming to what Ponce de León believed was a newly discovered island. He called the island La Florida, which means “flowers” in Spanish.

Historians debate about exactly where Ponce de León landed in the state of Florida, but he is credited with leading the first European expedition to the state. But legend has it that Ponce de León had been told in Puerto Rico of the fountain, and his discovery of Florida was an accidental outcome of his quest for this curious stream.

FOUNTAIN OF YOUTH TODAY

The legend of the Fountain of Youth continues today. In the city of St. Augustine, Florida—which is one of the places some believe Ponce de León landed on his arrival in Florida—you can visit the Fountain of Youth Archeological Park. You can drink from the fountain and see if the legend is true! 
1. Which pair of words from the passage is most similar in meaning?
   A. legend, tale
   B. island, country
   C. explorer, native
   D. fountain, youth

2. Which pair of words from the passage is most opposite in meaning?
   F. lush, green
   G. wealth, riches
   H. Ethiopia, Spain
   I. generous, greedy

3. When the author states, “people have searched for this fountain, believing it would bring eternal life,” she means that some people believe the fountain
   A. allows people to live forever.
   B. brings good luck to all who visit.
   C. makes a person’s life happier.
   D. allows time to stop completely.

4. Which word or phrase is most opposite in meaning from the word confirmed?
   F. allowed
   G. dismissed
   H. proved true
   I. proved false

5. Read these sentences from the article.
   One such man was Juan Ponce de León, a wealthy Spanish conqueror and explorer. Ponce de León was born in 1474 in the northern part of Spain. He was born to a noble and influential family.
   Which of these words are closest in meaning?
   A. wealthy, noble
   B. explorer, Spanish
   C. conqueror, family
   D. northern, influential

6. Which pair of words from the passage is most similar in meaning?
   F. native, noble
   G. citizen, soldier
   H. sailor, explorer
   I. royal, conqueror

Answer Form
1 [ ] [ ] [ ] [ ]
2 [ ] [ ] [ ] [ ]
3 [ ] [ ] [ ] [ ]
4 [ ] [ ] [ ] [ ]
5 [ ] [ ] [ ] [ ]
6 [ ] [ ] [ ] [ ]

Number Correct:

Florida
There has long been a legend of a stream of water that makes anyone who drinks from it younger and more vibrant. The stream is called the Fountain of Youth. For thousands of years, people have searched for this fountain, believing it would bring eternal life. Stories about it appear in many different cultures, including ancient Greek literature, which includes stories of a very strange stream in Ethiopia.

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   - A. allows people to live forever.
   - B. brings good luck to all who visit.
   - C. makes a person’s life happier.
   - D. allows time to stop completely.

4. Which word or phrase is most opposite in meaning from the word confirmed?
   - F. allowed
   - G. dismissed
   - H. proved true
   - I. proved false

5. Read these sentences from the article.
   One such man was Juan Ponce de León, a wealthy Spanish conqueror and explorer. Ponce de León was born in 1474 in the northern part of Spain. He was born to a noble and influential family.

6. Which of these words are closest in meaning?
   - A. wealthy, noble
   - B. explorer, Spanish
   - C. conqueror, family
   - D. northern, influential

Answer Form
1: 4
2: 4
3: 4
4: 4
5: 4
6: 4

Number Correct: 6
A Practice Autobiographical Sketch

JULY THE FOURTH ON THE LLANO RIVER

We have family reunions every July 4th. I can’t remember any of them but one. It was last year when we met at the Llano River. That’s when I learned to swim.

We arrived at my aunt’s house on Friday night. My cousin J.W. was already there. J.W. is in high school. He is loud and funny and a real pain. Every summer, he finds one of us younger kids and picks on us the whole time we are together. That year, it was my turn.

It started as soon as he saw me. “Hey, kid,” he asked, “did you ever learn to swim? Are you going to do that doggy paddle thing again this year?” I hung my head down, embarrassed in front of my other cousins. My embarrassment didn’t seem to bother J.W. He kept right on poking fun. “You know, kid, you remind me a lot of Aunt Betty’s cocker spaniel when you’re in the water. Pant, splash, pant, splash. Don’t get me wrong. I love it. It’s a scream and probably makes you popular with all of your friends back home. That’s how everyone swims there, right?” I slipped away as quietly as I could.

The next morning, all the kids went down to the river right after breakfast. I sat around with the grown-ups. I couldn’t bring myself to go down to the river. I kept talking to myself, building up my courage. It took until lunchtime for me to find it.

I grabbed a towel from the bathroom closet, put on my flip-flops, and marched down to the river. I may have looked like a cocker spaniel, but who cared? It was just J.W. talking, and I didn’t
need his opinion. Most of my cousins were in the water, splashing, tubing, and diving for pennies.

The afternoon sun was warm and made the water feel great. I dragged one of the inner tubes on the bank into the water and plopped inside it. I wasn’t afraid to float down the rapids in a tube. It was fun, and I stayed on the surface of the water, even when the rapids were fast.

As I floated near the rapids, I saw my cousin Danny. He’s a little guy and always funny to watch. He was too small for the tube and sat low. When the water shot him across the rocks, Danny bumped all the way down the river. He always got out at the end of the rapids rubbing his backside. He didn’t seem to mind, though. Danny was always the first one to run back up the riverbank to get ahead of the rapids and start again.

Just below the rapids, the river had carved a deep swimming hole. I pulled my tube out of the water and watched my cousins playing from the bank. I really wanted to be out there with them, but what was the point? There was J.W., splashing, laughing, and dunking the little kids under the water. No way was I going out there.

About the time I was getting ready to leave, Donnie, my brother, swam over to the bank. He sat with me in a shallow place near some large rocks. The water was really warm there. We talked about the river, about swimming, and about J.W. Then Donnie did something surprising. He leaned over and whispered in my ear, “If you want to learn to swim, I’ll help you.” The idea sounded great to me.

“Can you teach me now?” I asked excitedly. I remember that made Donnie laugh.

“Hold on there, little spaniel, let’s get in deeper water first,” he said as he smiled.
We walked over to an area that was not too deep. Donnie showed me how to hold my face in the water and turn it to the side to breathe. I wasn’t crazy about putting my face in the water at first. I had to practice for a while, but Donnie didn’t seem to mind.

Next, he showed me how to move my arms in a big circle. Then we put breathing and circling together. When I could do both things at the same time, I thought I was ready. I didn’t know what was coming next.

We moved into deeper water. I could still feel the river bottom squishing between my toes. Donnie told me to float on my back. That was easy. Then he told me to turn over and float on my stomach. That was hard. All of a sudden, water rushed into my nose. I couldn’t breathe and I panicked. I started imitating a cocker spaniel again, a frightened one. So Donnie pulled my head up and helped me stand. I couldn’t stop coughing and spitting out water. I think I spit out a tadpole, but Donnie told me I was imagining things.

When I looked up along the bank, I saw my mom and dad watching me. At first, my mom looked worried, but then I saw her smile. Her smile made me determined. I told Donnie I was ready to try again. We stayed in the water so long that my fingers shriveled like old raisins. At first, I swam circles around Donnie. Then the circles got bigger and bigger. I knew how to swim!

When I was too tired to move anymore, I swam back to where Donnie sat on the bank. By the time I got there, all of my cousins were there, too. Even J.W. was there. He helped me out of the water, slapped me on the back, and said, “Hey, little spaniel, you’re not a puppy anymore.” That was J.W.’s idea of a compliment, and I was glad to take it.
Respond to the Practice Paper

Write your answers to the following questions or directions.

1. In an autobiographical sketch, a writer talks about something important that happened to him or her. What important thing happened to this writer?

2. How would you describe the setting for this story?

3. What is the first clue the writer gives you to tell you what J.W. is like?

4. Based on the story, how would you describe the relationship between the writer and Donnie, his brother?

5. Write a paragraph to summarize the story. Think about the story's main ideas and what happens first, second, and so on. Also, think about how the story ends.

Unit 1: Personal Narrative
Analyze the Practice Paper

Read “July the Fourth on the Llano River” again. As you read, think about how the writer wrote the story. Answer the following questions or directions.

1. How does the writer add emotion, or strong feeling, to this story?

2. Read the third paragraph again. Why do you think the writer used dialogue in this paragraph?

3. How does the writer use humor to tell this story?

4. What does the writer do to help you “see” J.W. as he sees him?

Unit 1: Personal Narrative
A Practice Autobiographical Sketch

JULY THE FOURTH ON THE LLANO RIVER

We have family reunions every July 4th. I can’t remember any of them but one. It was last year when we met at the Llano River. That’s when I learned to swim.

We arrived at my aunt’s house on Friday night. My cousin J.W. was already there. J.W. is in high school. He is loud and funny and a real pain. Every summer, he finds one of us younger kids and picks on us the whole time we are together. That year, it was my turn.

It started as soon as he saw me. “Hey, kid,” he asked, “did you ever learn to swim? Are you going to do that doggy paddle thing again this year?” I hung my head down, embarrassed in front of my other cousins. My embarrassment didn’t seem to bother J.W. He kept right on poking fun. “You know, kid, you remind me a lot of Aunt Betty’s cocker spaniel when you’re in the water. Pant, splash, pant, splash. Don’t get me wrong. I love it. It’s a scream and probably makes you popular with all of your friends back home. That’s how everyone swims there, right?” I slipped away as quietly as I could.

The next morning, all the kids went down to the river right after breakfast. I sat around with the grown-ups. I couldn’t bring myself to go down to the river. I kept talking to myself, building up my courage. It took until lunchtime for me to find it.

I grabbed a towel from the bathroom closet, put on my flip-flops, and marched down to the river. I may have looked like a cocker spaniel, but who cared? It was just J.W. talking, and I didn’t
need his opinion. Most of my cousins were in the water, splashing, tubing, and diving for pennies.

The afternoon sun was warm and made the water feel great. I dragged one of the inner tubes on the bank into the water and plopped inside it. I wasn't afraid to float down the rapids in a tube. It was fun, and I stayed on the surface of the water, even when the rapids were fast.

As I floated near the rapids, I saw my cousin Danny. He's a little guy and always funny to watch. He was too small for the tube and sat low. When the water shot him across the rocks, Danny bumped all the way down the river. He always got out at the end of the rapids rubbing his backside. He didn't seem to mind, though. Danny was always the first one to run back up the riverbank to get ahead of the rapids and start again.

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About the time I was getting ready to leave, Donnie, my brother, swam over to the bank. He sat with me in a shallow place near some large rocks. The water was really warm there. We talked about the river, about swimming, and about J.W. Then Donnie did something surprising. He leaned over and whispered in my ear, "If you want to learn to swim, I'll help you." The idea sounded great to me.

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"Hold on there, little spaniel, let's get in deeper water first," he said as he smiled.
We walked over to an area that was not too deep. Donnie showed me how to hold my face in the water and turn it to the side to breathe. I wasn't crazy about putting my face in the water at first. I had to practice for a while, but Donnie didn't seem to mind.

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When I looked up along the bank, I saw my mom and dad watching me. At first, my mom looked worried, but then I saw her smile. Her smile made me determined. I told Donnie I was ready to try again. We stayed in the water so long that my fingers shriveled like old raisins. At first, I swam circles around Donnie. Then the circles got bigger and bigger. I knew how to swim!

When I was too tired to move anymore, I swam back to where Donnie sat on the bank. By the time I got there, all of my cousins were there, too. Even J.W. was there. He helped me out of the water, slapped me on the back, and said, "Hey, little spaniel, you're not a puppy anymore." That was J.W.'s idea of a compliment, and I was glad to take it.
Respond to the Practice Paper

Write your answers to the following questions or directions.

1. In an autobiographical sketch, a writer talks about something important that happened to him or her. What important thing happened to this writer?
   According to the passage, the writer learned how to swim with the help of his brother, Donnie.

2. How would you describe the setting for this story?
   The setting of this story was very relaxed and everyone having fun on the July 4th holiday.

3. What is the first clue the writer gives you to tell you what J.W. is like?
   The first clue that was given to tell you what J.W. is like is in paragraph 10 when the writer says he is loud and funny and a real pain.

4. Based on the story, how would you describe the relationship between the writer and Donnie, his brother?
   The relationship between the writer and his brother, Donnie, is one of trust and closeness. Paragraphs 10 - 15

5. Write a paragraph to summarize the story. Think about the story's main ideas and what happens first, second, and so on. Also, think about how the story ends.
   Answers will vary
Analyze the Practice Paper

Read "July the Fourth on the Llano River" again. As you read, think about how the writer wrote the story. Answer the following questions or directions.

1. How does the writer add emotion, or strong feeling, to this story?

   The writer adds emotion and strong feelings to this story by describing each person involved and by sharing exactly what each moment was like. (Throughout whole passage)

2. Read the third paragraph again. Why do you think the writer used dialogue in this paragraph?

   I believe the writer used dialogue in this paragraph because he wanted the readers to know what was being said and what exactly he was thinking.

3. How does the writer use humor to tell this story?

   The writer uses humor to tell this story by relaying his emotions but also his attempt to swim to show his excitement.

4. What does the writer do to help you "see" J.W. as he sees him?

   The writer helps us to see him as J.W. does by telling us the words and actions J.W. used. He also portrays the feelings of excitement and wanting to show J.W. that he can finally learn how to swim.
BUILD A NEWTON’S CRADLE

Sir Isaac Newton was an English mathematician and scientist who lived in the 1600s and 1700s. He published his three laws of motion, which describe how forces affect the motion of an object, in 1687. You can demonstrate one of Newton’s laws of motion with an apparatus called a Newton’s cradle. The cradle will show that things at rest tend to stay at rest until acted on by an outside force. A Newton’s cradle also demonstrates what scientists call the “Principle of Conservation of Energy.” That means that energy is never created or destroyed. Energy can change from one form to another, but the total amount of energy stays the same.

It is easier to understand these scientific principles if you use your own Newton’s cradle. You need only a few materials to build one. They are:

- 1 ruler marked in inches
- 1 pencil or dowel rod
- 5 eight-inch pieces of fishing line
- 5 paper clips
- scissors
- 5 wooden beads

Once you have your materials, you are ready to begin building.

Here’s how:

First, use your ruler to make five marks on the pencil or dowel rod. The marks should be exactly one inch apart. Be sure the third mark is in the center of the pencil or dowel rod.

Second, use the scissors to score, or cut, a ring around each mark on the pencil or dowel rod. The ring should go all the way around the pencil or rod. Handle the scissors carefully so that you don’t cut your skin.

Next, tie a paper clip to one end of each piece of fishing line. Place each paper clip in exactly the same place on each line.

Then, thread one piece of fishing line through the hole in each bead. Each bead will rest on a paper clip.

Now, tie each piece of fishing line around the scored rings on the pencil.
or dowel rod. The beads must line up exactly and hang evenly.

Use one hand to hold the pencil or rod horizontally. Pull the first bead on one end back. Then release it gently. Observe what happens. The bead you release exerts a force on the other beads.

Now consider the Principle of Conservation of Energy to examine what happens to the beads on your Newton's cradle. Before you released the bead, the bead had one kind of energy, called potential energy. When you let the bead fall, the potential energy changed into another kind of energy, called kinetic energy. Kinetic energy is the energy of motion.

Wait. There are still more changes in energy. When the first bead hit the second bead, what did you hear? You heard a click. A click is sound energy. Now think about what happens when two things rub together. For example, if you rub your hands together, can you feel your hands getting warmer? The kinetic energy in your hands changes to heat energy. The same thing happens with the beads on your Newton's cradle. As the first bead hits the second bead, energy moves through the beads to the bead at the other end. The bead lifts, swings back, and hits the line of beads. Each time a bead hits another bead, kinetic energy changes to sound and heat energy. Eventually, the kinetic energy changes completely to sound and heat, and the beads stop moving. But don't expect this to happen quickly. The changes of energy are small, so it takes some time for the beads to stop moving.

Now you know how to build a Newton's cradle. You also know how to use the cradle to demonstrate some interesting scientific principles. Try making other Newton's cradles. Use different sizes of dowel rods and string. Change the number of beads, or use metal beads. You might even want to demonstrate your super science skills for your class.
Respond to the Practice Paper

Write your answers to the following questions or directions.

1. What materials do you need to make a Newton’s cradle?

2. Why is it important that the beads line up exactly and evenly?

3. Why do you need fishing line?

4. In the last paragraph, the writer suggests that you build different kinds of Newton’s cradles. Write a paragraph to describe the materials you would use if you could build any kind of Newton’s cradle you wanted. Draw a picture to go with your paragraph.
Analyze the Practice Paper

Read "Build a Newton's Cradle" again. As you read, think about why the writer wrote this paper. What did the writer do to help explain how to build a cradle? Write your answers to the following questions or directions.

1. Name at least two things that make this paper a good example of a how-to paper.

2. Read the first paragraph again. Why do you think the writer included this paragraph in a how-to paper?

3. Why does the writer list the materials you need to make a cradle before telling you how to do it?

4. Why does the writer use words like first, next, and then?

5. Read the next-to-the-last paragraph on page 40 again. Draw pictures to go with the words the writer uses to explain the Principle of Conservation of Energy.
A Practice How-to Paper

BUILD A NEWTON'S CRADLE

Sir Isaac Newton was an English mathematician and scientist who lived in the 1600s and 1700s. He published his three laws of motion, which describe how forces affect the motion of an object, in 1687. You can demonstrate one of Newton's laws of motion with an apparatus called a Newton's cradle. The cradle will show that things at rest tend to stay at rest until acted on by an outside force. A Newton's cradle also demonstrates what scientists call the "Principle of Conservation of Energy." That means that energy is never created or destroyed. Energy can change from one form to another, but the total amount of energy stays the same.

It is easier to understand these scientific principles if you use your own Newton's cradle. You need only a few materials to build one. They are:

- 1 ruler marked in inches
- 1 pencil or dowel rod
- 5 eight-inch pieces of fishing line
- 5 paper clips
- scissors
- 5 wooden beads

Once you have your materials, you are ready to begin building. Here's how:

First, use your ruler to make five marks on the pencil or dowel rod. The marks should be exactly one inch apart. Be sure the third mark is in the center of the pencil or dowel rod.

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Wait. There are still more changes in energy. When the first bead hit the second bead, what did you hear? You heard a click. A click is sound energy. Now think about what happens when two things rub together. For example, if you rub your hands together, can you feel your hands getting warmer? The kinetic energy in your hands changes to heat energy. The same thing happens with the beads on your Newton’s cradle. As the first bead hits the second bead, energy moves through the beads to the bead at the other end. The bead lifts, swings back, and hits the line of beads. Each time a bead hits another bead, kinetic energy changes to sound and heat energy. Eventually, the kinetic energy changes completely to sound and heat, and the beads stop moving. But don’t expect this to happen quickly. The changes of energy are small, so it takes some time for the beads to stop moving.

Now you know how to build a Newton’s cradle. You also know how to use the cradle to demonstrate some interesting scientific principles. Try making other Newton’s cradles. Use different sizes of dowel rods and string. Change the number of beads, or use metal beads. You might even want to demonstrate your super science skills for your class.
Respond to the Practice Paper

Write your answers to the following questions or directions.

1. What materials do you need to make a Newton's cradle?
   The materials I need are: 1 marked ruler in inches, 1 pencil or dowel rod, fishing line, paper clips, scissors, and wooden beads. (Paragraph 2)

2. Why is it important that the beads line up exactly and evenly?
   It is important that the beads line up exactly and evenly so that when the first bead hits the second it can transfer kinetic energy. (Paragraphs 9-11)

3. Why do you need fishing line?
   Fishing line is needed because it holds the beads and paper clips at the exact same length to create the Newton's Cradle. (Paragraph 6-8)

4. In the last paragraph, the writer suggests that you build different kinds of Newton's cradles. Write a paragraph to describe the materials you would use if you could build any kind of Newton's cradle you wanted.
   Draw a picture to go with your paragraph.
   Answers will vary

Pictures will vary.

Unit 2: How-to Writing 41
Analyze the Practice Paper

Read the following paragraph and think about why the writer wrote what he did. Then, answer the following questions.

1. Name at least two things that make this paper a good example of a how-to paper. (Paragraphs 2 - 11)
   - Two examples that make this a good example are the precise gathering of materials, and also the instructions.

2. Read the first paragraph again. Why do you think the writer included this paragraph in a how-to paper? (Paragraph 1)
   - This paragraph was included because they wanted to give background information on the apparatus.

3. Why does the writer list the materials you need to make a cradle before telling you how to do it? (Paragraph 2)
   - The writer lists the materials first so that you can make sure you have everything before building.

4. Why does the writer use words like first, next, and then? (Whole passage)
   - The writer uses words like first, next, and then to show the transition from one step to the next.

5. Read the next-to-the-last paragraph on page 40 again. Draw pictures to go with the words the writer uses to explain the Principle of Conservation of Energy.
   - pictures will vary
WEEKEND FRIENDS

Cole’s dad was unusually late picking him up on Friday night. Cole didn’t say anything to his mother, but he was a little worried. His dad was never late. Cole sat quietly, tracing the stitching in his overnight bag. Finally, the phone rang. Cole’s mom rushed to the kitchen to answer it. “He’s on his way,” she announced with relief. “He got tied up at the office.”

Soon Cole and his dad were in the car driving to his dad’s apartment. “Sorry about that, Cole,” his dad said. “Something came up at the office. I know it’s too late to do much tonight. But,” he added, “I have a special day planned tomorrow. I hope you don’t mind.”

“It’s okay, Dad,” Cole said quickly. Cole knew that their weekends together were as important to his dad as they were to him.

The next morning, golden rays spilled through Cole’s bedroom window. Saturday had come. By the time his dad got up, Cole was already dressed and eating breakfast. “Wow,” his dad said. “You’re in a hurry this morning.” His dad smiled. “Let me finish this cup of coffee, and we’ll be on our way, okay?” Cole nodded.

The highway was a gray stripe through green countryside. On either side, wildflowers bounced in the wind. Their red and yellow heads moved up and down like fishing bobs on a lake. Cole’s dad slowed the car and turned right onto a farm road. Then he turned again, this time onto a dirt road that sliced the pasture.


His dad laughed softly. “This is our farm. This is why I was late last night. I had to sign the papers.” Cole looked amazed. His eyes widened and his mouth fell open, but he couldn’t speak a word.
Cole and his dad walked through the pasture to a row of graceful trees. The deep green live oaks and the giant cottonwoods bowed over a narrow creek. The creek babbled like a child. The sun’s rays sparkled on the water. Cole and his dad sat on the bank. “What do you think, Cole?”

Cole turned slowly, forcing his eyes away from the creek. “I love it,” he almost whispered.

His dad took him toward the old farmhouse beyond the creek. “I thought we could come here on the weekends, Cole. We could fix up the house together. I could use the help. Wait until you see it. It’s been empty for more than forty years.”

“Who lived here then, Dad?” Cole asked.

“I don’t know,” said his dad. “The agent said the last owner never used the house. He just let it fall down. He’s the person who sold the farm.”

They reached the farmhouse and, for the second time in one day, Cole didn’t know what to say. This was the tallest, oldest, most run-down house he’d ever seen. He loved it. “Wow!” Cole yelled. “Cool house! This is great!” Cole started running.

His dad yelled, “Cole, slow down. You can’t trust those steps. Wait.” But Cole couldn’t hear the last warning. It came just as his leg went through a rotten step. The bottom half of his body disappeared, swallowed by the steps. Cole’s dad raced over. “Are you okay, Cole? Can you move?” he asked, with panic in his voice.

Cole groaned a little as his dad pulled him from the step. “I’m fine, really. I don’t think anything’s broken.” While his dad checked his legs, Cole lay on the porch. His head turned toward the jagged hole. “Dad, I think there’s something in there. Look.” His dad ignored him and continued to ask what hurt.

“Dad, what is it?” Cole asked. He’d forgotten about his legs.

Cole’s dad looked inside the hole. “I don’t know, Cole, but you stay here. I’ll go in this time.” He squeezed through the hole, landing with a thud. When he came back up, he had a box caked in decades of dirt. He and Cole used a pocketknife to remove the dirt and pick the small,
rusting lock that kept the box sealed.

"Wow," they said at the same time. Inside were a small leather box and a dirty envelope. The box contained a World War II Medal of Honor. Even now, the eagle shined and the ribbon looked fresh. Inside the envelope was a certificate and a single photograph. "Horace Mickel," Cole's dad said, reading the name on the certificate. "I'd say this medal and this house must have belonged to him."

"Who was Horace Mickel, Dad? Do you think he left anything else under those steps?" Cole asked. "Or in the house?" he added eagerly.

"I don't know," his dad chuckled. "Let's forget the steps for now. If you think you can get yourself up, we'll start looking for the answers to your questions inside." Cole's dad unlocked the front door and held Cole's elbow as Cole hobbled inside. The wind came with them, disturbing dust that had sat comfortably for forty years. Spider webs as fine as lace capped their heads.

"This is great, Dad. It looks like Mr. Mickel left everything behind. There are bound to be clues everywhere."

"I think you're right, Cole. But I have an idea. Let's not try to find all of our answers today. Let's make this last awhile. Let's make this our weekend project, and we'll come to know Mr. Mickel a little at a time, just like friends normally do." His dad hugged him hard.

"Good idea, Dad. I think I'll put this photograph above the fireplace. Then we'll know where to find Mr. Mickel when we come back."
Respond to the Practice Paper

Write your answers to the following questions or directions.

1. What makes this story an example of descriptive writing?

2. How does the writer let you know that Cole and his mom are nervous?

3. How does the writer let you know that Cole loves his dad, the farm, and the farmhouse?

4. Use a separate piece of paper to draw a picture of your favorite description in this story. Label your picture.

5. Write a paragraph to summarize the story. Use these questions to help you write your summary:
   - What are the main ideas of the story?
   - What happens first? Second? Third?
   - How does the story end?
Read "Weekend Friends" again. As you read, think about how the writer achieved his or her purpose for writing. Write your answers to the following questions or directions.

1. Read the fifth and eighth paragraphs again. What similes does the writer use? (A simile uses the word like or as to compare two things.)

2. What metaphor does the writer use in the fifth paragraph? (A metaphor does not use the word like or as to compare two things.)

3. List some interesting verbs the writer uses to describe the action in paragraphs 5, 8, 14, and 15.

4. Use a separate piece of paper to draw a picture of the description in paragraph 20.

5. Write a paragraph to describe what the farmhouse will look like when Cole and his dad finish fixing it up.
A Practice Descriptive Story

WEEKEND FRIENDS

Cole's dad was unusually late picking him up on Friday night. Cole didn't say anything to his mother, but he was a little worried. His dad was never late. Cole sat quietly, tracing the stitching in his overnight bag. Finally, the phone rang. Cole's mom rushed to the kitchen to answer it. "He's on his way," she announced with relief. "He got tied up at the office."

Soon Cole and his dad were in the car driving to his dad's apartment. "Sorry about that, Cole," his dad said. "Something came up at the office. I know it's too late to do much tonight. But," he added, "I have a special day planned tomorrow. I hope you don't mind."

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The next morning, golden rays spilled through Cole's bedroom window. Saturday had come. By the time his dad got up, Cole was already dressed and eating breakfast. "Wow," his dad said. "You're in a hurry this morning." His dad smiled. "Let me finish this cup of coffee, and we'll be on our way, okay?" Cole nodded.

The highway was a gray stripe through green countryside. On either side, wildflowers bounced in the wind. Their red and yellow heads moved up and down like fishing bobs on a lake. Cole's dad slowed the car and turned right onto a farm road. Then he turned again, this time onto a dirt road that sliced the pasture.

Cole's dad stopped the car. "Well, what do you think?" Cole looked puzzled. "What do you mean?" he asked.

His dad laughed softly. "This is our farm. This is why I was late last night. I had to sign the papers." Cole looked amazed. His eyes widened and his mouth fell open, but he couldn't speak a word.
Cole and his dad walked through the pasture to a row of graceful trees. The deep green live oaks and the giant cottonwoods bowed over a narrow creek. The creek babbled like a child. The sun's rays sparkled on the water. Cole and his dad sat on the bank. "What do you think, Cole?"

Cole turned slowly, forcing his eyes away from the creek. "I love it," he almost whispered.

His dad took him toward the old farmhouse beyond the creek. "I thought we could come here on the weekends, Cole. We could fix up the house together. I could use the help. Wait until you see it. It's been empty for more than forty years."

"Who lived here then, Dad?" Cole asked. "I don't know," said his dad. "The agent said the last owner never used the house. He just let it fall down. He's the person who sold the farm."

They reached the farmhouse and, for the second time in one day, Cole didn't know what to say. This was the tallest, oldest, most run-down house he'd ever seen. He loved it. "Wow!" Cole yelled. "Cool house! This is great!" Cole started running.

His dad yelled, "Cole, slow down. You can't trust those steps. Wait."

But Cole couldn't hear the last warning. It came just as his leg went through a rotten step. The bottom half of his body disappeared, swallowed by the steps. Cole's dad raced over. "Are you okay, Cole? Can you move?" he asked, with panic in his voice.

Cole groaned a little as his dad pulled him from the step. "I'm fine, really. I don't think anything's broken." While his dad checked his legs, Cole lay on the porch. His head turned toward the jagged hole. "Dad, I think there's something in there. Look." His dad ignored him and continued to ask what hurt.

"Dad, what is it?" Cole asked. He'd forgotten about his legs.

Cole's dad looked inside the hole. "I don't know, Cole, but you stay there. I'll go in this time." He squeezed through the hole, landing with a thud. When he came back up, he had a box caked in decades of dirt. He and Cole used a pocketknife to remove the dirt and pick the small,
rusting lock that kept the box sealed.

"Wow," they said at the same time. Inside were a small leather box and a dirty envelope. The box contained a World War II Medal of Honor. Even now, the eagle shined and the ribbon looked fresh. Inside the envelope was a certificate and a single photograph. "Horace Mickel," Cole's dad said, reading the name on the certificate. "I'd say this medal and this house must have belonged to him."

"Who was Horace Mickel, Dad? Do you think he left anything else under those steps?" Cole asked. "Or in the house?" he added eagerly.

"I don’t know," his dad chuckled. "Let's forget the steps for now. If you think you can get yourself up, we'll start looking for the answers to your questions inside." Cole's dad unlocked the front door and held Cole's elbow as Cole hobbled inside. The wind came with them, disturbing dust that had sat comfortably for forty years. Spider webs as fine as lace capped their heads.

"This is great, Dad. It looks like Mr. Mickel left everything behind. There are bound to be clues everywhere."

"I think you're right, Cole. But I have an idea. Let's not try to find all of our answers today. Let's make this last awhile. Let's make this our weekend project, and we'll come to know Mr. Mickel a little at a time, just like friends normally do." His dad hugged him hard.

"Good idea, Dad. I think I'll put this photograph above the fireplace. Then we'll know where to find Mr. Mickel when we come back."
Respond to the Practice Paper

Write your answers to the following questions or directions.

1. What makes this story an example of descriptive writing?
   This story is an example of descriptive writing because the writer describes each moment with feeling and use of color and with smiles. (whole passage)

2. How does the writer let you know that Cole and his mom are nervous?
   The writer lets you know that Cole and his mom are nervous in paragraph 1, with the event of his dad being late picking Cole up.

3. How does the writer let you know that Cole loves his dad, the farm, and the farmhouse?
   The writer lets us know that Cole loves his dad, the farm, and the farmhouse by sharing his words of excitement in paragraphs 9 and 13, along with pictures.

4. Use a separate piece of paper to draw a picture of your favorite description in this story. Label your picture.
   Pictures will vary

5. Write a paragraph to summarize the story. Use these questions to help you write your summary:
   - What are the main ideas of the story?
   - What happens first? Second? Third?
   - How does the story end?
   Answers will vary
Analyze the Practice Paper

Read "Weekend Friends" again. As you read, think about how the writer achieved his or her purpose for writing. Write your answers to the following questions or directions.

1. Read the fifth and eighth paragraphs again. What similes does the writer use? (A simile uses the word like or as to compare two things.)

   The writer uses: their red and yellow heads moved up and down like fishing bobbers on a lake. The creek babble like a child as. Similes to help describe what is happening.

2. What metaphor does the writer use in the fifth paragraph? (A metaphor does not use the word like or as to compare two things.)

   The metaphor that the writer uses is: the highway was a gray stripe through green country side.

3. List some interesting verbs the writer uses to describe the action in paragraphs 5, 8, 14, and 15.

   Some interesting verbs that were used are: bounced, slept, bowed, babble, sparkled.

4. Use a separate piece of paper to draw a picture of the description in paragraph 20.

   Pictures will vary!

5. Write a paragraph to describe what the farmhouse will look like when Cole and his dad finish fixing it up.

   Answers will vary

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   Unit 3: Descriptive Writing