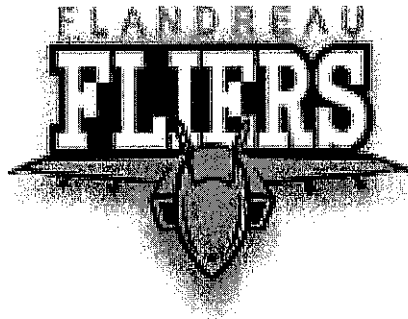


Flandreau Middle School

Distance Learning Plan



3/23/2020 - 3/27/2020

5th Grade ELA

Name: _____

Daily Checklist

- **Guardian please initial upon completion**
- **Return this cover sheet with work**

____ WS pages 7-8, Vocab worksheet pg. 6
____ Vocab worksheet pg. 7, WS pages 10-11
____ WS pages 14-16, Vocabulary WS page 9
____ WS page 43-44, Vocab WS page 10
____ WS pages 45-48, Story

Flandreau Middle School: Distance Learning Plan

Subject/Grade: 5th ELA

Dates: March 23-27, 2020

<p>What tasks do I need to complete?</p>	<p>Monday (3/23)</p> <ul style="list-style-type: none"> • Read "Tamales Forever" on pages 6-7 • Answer text-based questions on pages 7-8 • Complete Day 1 Mentor Sentence Activity • Complete Vocabulary worksheet page 6 "What's That Smell?" <p>Tuesday (3/24)</p> <ul style="list-style-type: none"> • Read the poem "Ducks" on page 9 • Answer text-based questions on pages 10-11 • Complete Day 2 Mentor Sentence Activity • Complete Vocabulary worksheet page 7 "What's That Smell?" <p>Wednesday (3/25)</p> <ul style="list-style-type: none"> • Read "The Soccer Game" on pages 12-14 • Answer text-based questions on pages 14-16 • Complete Day 3 Mentor Sentence Activity • Complete Vocabulary worksheet page 9 "Family Ties" <p>Thursday (3/26)</p> <ul style="list-style-type: none"> • Read "Return of the Ridleys" on pages 41-42 • Answer text-based questions on pages 43-44 • Complete Day 4 Mentor Sentence Activity • Complete Vocabulary worksheet page 10 "Family Ties" <p>Friday (3/27)</p> <ul style="list-style-type: none"> • Reread "Return of the Ridleys" on pages 41-42 • Answer text-based questions on pages 45-48 (You may skip question 14 on page 47). • Write a story that includes these 5 words: apple, train, elephant, paper, and guitar.
<p>What will I need to bring back to school?</p>	<ul style="list-style-type: none"> • Return text-based worksheets pages 7-8, 10-11, 14-16, 43-48 • Return vocabulary worksheets pages 6-7 and 12-13 • Friday's Story
<p>What standards am I learning?</p>	<ul style="list-style-type: none"> - 5.RL.2 I can identify the theme of a story. - 5.RL.4 I can use context clues to determine a word's meaning - 5.RL.4 I can determine the meaning of figurative language. - 5.RL/1.1 I can infer using text evidence. - 5.L.1 I can use correct grammar and punctuation when writing. - 5.W.3 I can write a narrative when provided with a writing prompt.

What materials do I need?	<ul style="list-style-type: none"> - "Tamales Forever" pages 6-7 and worksheet pages 7-8 - Mentor Sentence Worksheet - Vocabulary worksheet "What's That Smell?" page 6 - "Ducks" page 9 and worksheet pages 10-11 - Vocabulary worksheet "What's That Smell?" page 7 - "The Soccer Game" pages 12-14 and worksheet pages 14-16 - Vocabulary worksheet "Family Ties" page 9 - "Return of the Ridleys" pages 41-42 and worksheets 43-44 - Vocabulary worksheet "Family Ties" page 10 - "Return or the Ridleys" pages 41-42 and worksheets 45-48
What can I do if I finish early?	<ul style="list-style-type: none"> - Read your library book - Spend 15 minutes on Moby Max Vocabulary
Who can I contact if I have questions?	<ul style="list-style-type: none"> - Mrs. Relf: julie.relf@k12.sd.us - Ms. Kopejtka: karla.kopejtka@k12.sd.us - Mrs. Yeaton: malerie.yeaton@k12.sd.us - Mrs. Colvin: alycia.colvin@k12.sd.us - Mrs. Kuper: ann.kuper@k12.sd.us - Mr. Relf: brian.relf@k12.sd.us - Mrs. Williams: lori.williams@k12.sd.us -
Notes from my teachers:	<ul style="list-style-type: none"> - All assignments can be done by providing answers on a blank piece of paper. - There will be no library fines on overdue library books during this time of distance learning. - If you need additional library books, please contact Mrs. Williams and she will assist you. - All work can be returned to school on Monday, March 30. - You do not need to turn in assignments each day.

First of all, I miss you!

Sometimes situations (this virus, being out of school, etc.) happen that we have no control over. This can bring out many emotions and all of them are valid. I want to encourage you to really take some time to **take care of yourself and reflect on what you need!**

I care about you and I am here for you even though we are not at school together. If you want to set up a phone counseling session, please reach out to me through email or call/text my google voice number.

Mrs. Lena-Helling

FMS/FHS School Counselor

kari.lena-helling@k12.sd.us

605-299-1165



YOU MATTER.

Helpline Center Information: You are not alone. Every day people turn to **211** for information and support – whether financial, family, health, or disaster-related. The call or text is free and confidential.

Suicide Prevention & Crisis Support: The Helpline Center is South Dakota's leader in suicide prevention and response. If you or someone you know is having suicidal thoughts please call **1-800-273-8255** anytime, day or night. All South Dakotans have access to the crisis line all day, every day. The service is free and confidential.

Students can also **text icare** to **898211** to reach Helpline Center staff.

SELF-CARE CHECK LIST

BY CHANISA BAKER

- ☐ HAVE YOU PAUSED TO TAKE A FEW DEEP BREATHS TODAY?



- ☐ HAVE YOU HAD SOMETHING TO EAT TODAY?



- ☐ HAVE YOU TALKED TO A SYMPATHETIC FRIEND TODAY?



- ☐ HAVE YOU DONE SOMETHING THAT USUALLY MAKES YOU HAPPY TODAY?



- ☐ HAVE YOU HAD A GLASS OF WATER TODAY?



- ☐ HOW OFTEN DO YOU TYPICALLY BATHE? HAVE YOU DEVIATED FROM THE NORM?



- ☐ HAVE YOU SMILED A LITTLE BIT TODAY?



EACH DAY, TRY TO DO EVERYTHING ON THIS LIST—START AT THE TOP AND WORK YOUR WAY DOWN. AND PLEASE REMEMBER TO BE KIND AND PATIENT WITH YOURSELF. THIS WILL TAKE TIME. ⌚

SIMPLE SELF CARE



SELF-SOOTHING

Self-soothing is a quick and effective way to reduce the intensity of negative emotions.



Sight

Low lighting
Soothing colors
Sleeping masks
Coloring books
Pinterest Collages

Touch

Soft things
Cuddle things
Massage
Hot/cold shower
Heated/weighted blanket



Sound

Calming noise
ASMR videos
Nature sounds
Guided meditations
Binaural beats

Smell

Aromatherapy
Fresh air
Candles/incense
Comforting smells



Taste

Strong flavors
Warm drinks
Eat slowly
Nostalgic flavors



I am resilient.

Name _____ Date _____

Reading and
Analyzing Text

Read the passage "Tamales Forever" before answering Numbers 8 through 13.

Tamales Forever

The summer I turned ten, my *abuelito* (grandpa), whom I had not seen since I was five, drove from Texas to visit us. That summer, all I wanted to do was ride my bike down to the creek to meet my friends. We found that the creek bed was a rough kind of clay, and we spent hours in the shade making small, though bad, sculptures of dogs, cats, snakes, and the like.

"Hola, nieto," Abuelito said, lifting me up for a bearish hug. *Nieto* meant grandson, and Abuelito was the only person who called me that.

"Hola, Abuelito!" I sang into his shirt, happy to find him exactly the way I remembered. He smelled of corn tortillas and hay, two smells of great goodness.

After he set me down, the grownups started talking, so I went outside. After a bit, I mounted my bike and raced off toward the creek. I arrived home in time for dinner, and in time to be greeted by my mother. Once she got me alone, she reprimanded me. She said I could not just chase around all day while my grandfather was visiting. I had to make sure to spend quality time with him.

"Doing what?" I asked. I couldn't imagine activities suitable for both of us.

"Be imaginative," my mother said, and waved her hand in the air as if I could just pull a rabbit out of a hat.

"Good morning, Abuelito," I said the next day when I bounded downstairs and found him working in the kitchen. "Are you making tamales?" He had a pile of corn husks spread out on the table next to a group of bowls holding water, black beans, a mountain of grated orange cheese, and yellow corn mush. I had seen my mother make tamales, and I hadn't paid much attention. A grandpa making tamales was more interesting. I wondered if I could make a sculpture with the mush.

"Nieto, why don't you try it yourself?" he said, patting the chair next to his.

At first I just watched him dip the corn husk into the water, lay it flat, slap some corn mush on top and mash it into a rectangle. Then, he made a thick line of beans along the mush and sprinkled cheese over them. Finally, he settled more mush over the beans and cheese and wrapped the husk around the tamale, tying it with a long shred of husk so it made a neat little package. I grabbed a corn husk and tried to do what he did, but my tamales were as sloppy as the clay sculptures I made at the creek.

When Mom came in from the store, she smiled at us. "Are we having tamales for lunch?"

I was surprised to hear that it was lunchtime already. I hadn't noticed the hours passing. "We're having tamales forever," I said.

Name _____ Date _____

After lunch, we took a *siesta* (nap) because we were too full to do anything else, but as soon as we got up, I asked Abuelito if he could ride a bike. My dad's was in the garage, and he wouldn't need it. He'd be at work until dinner anyway.

"Sí," Abuelito said, "I have a bike of my own at home, and I ride fast, faster than you, probably."

I raced Abuelito down to the creek to make sculptures of clay, which he was much better at than I or any of my friends were. He made a dragon, a lion, and a seal with a ball on its nose. The whole time my friends and I sat there watching, thrilled to see his fingers fly over the clay just like they had flown over his tamales.



Now answer Numbers 8 through 13 on your Answer Sheet. Base your answers on the passage "Tamales Forever."

8. The narrator's mother scolds him, because he has not
- F. taken his nap.
 - G. cleaned off his bike.
 - H. finished making the tamales.
 - I. spent time with his grandfather.

9. Read this sentence from the passage.

I couldn't imagine activities suitable for both of us.

What is the meaning of the word *suitable* as it is used in the sentence above?

- A. amusing
- B. appropriate
- C. normal
- D. special

Name _____ Date _____

- 10 Read this sentence from the passage.

"Be imaginative," my mother said, and waved her hand in the air as if I could just pull a rabbit out of a hat.

What does the phrase *pull a rabbit out of a hat* mean in the sentence above?

- F. try out several different ideas
 - G. magically come up with an idea
 - H. get others to help decide on an idea
 - I. spend lots of time thinking of an idea
- 11 Which step in making tamales comes after making a thick line of beans along the mush?
- A. dipping the corn husk into water
 - B. tying the husk around the tamale
 - C. sprinkling cheese over the beans
 - D. shaping the corn mush into a rectangle
- 12 During the visit, the narrator discovers that his grandfather
- F. sells some of his art.
 - G. likes to nap after lunch.
 - H. is fun to spend time with.
 - I. wants to learn to ride a bike.
- 13 Which sentence best states the passage's theme or main idea?
- A. A child acquires a new talent.
 - B. Abuelito learns to mold with clay.
 - C. A child learns to respect his elders.
 - D. Two relatives discover fun together.

Mentor Sentence:

Week #28

Name:

Period:

When spring came, they helped Papa tap the maple trees and catch the sap in buckets.

~ My Great Aunt Arizona

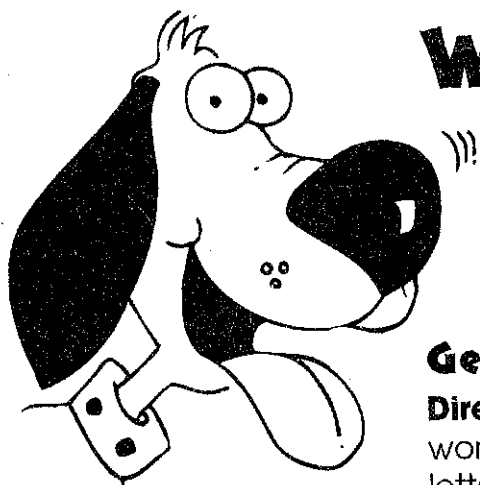
Day #1: What do you **notice** about this sentence? You might see exciting words, figurative language, the type of sentence, or even several parts of speech. Write down what you notice!

Day #2: Label all of the **parts of speech** that you know in this sentence!

When spring came, they helped Papa tap the maple trees and catch the sap in buckets.

Day #3: Revise the mentor sentence by making it more descriptive or exciting. Try adding or changing adjectives, verbs, or specific nouns. Remember to keep the meaning of the sentence **the same!**

Day #4: Imitate the mentor sentence by keeping the style and structure the same, but making it your own. You should create a **brand new sentence!**



What's That Smell?

Word Bank

aroma
minty

cologne
nostrils

fragrant
snout

inhale
stench

Getting to Know New Words

Directions: Read each sentence. Then choose the best word or phrase to replace the underlined word(s). Circle the letter next to your choice.

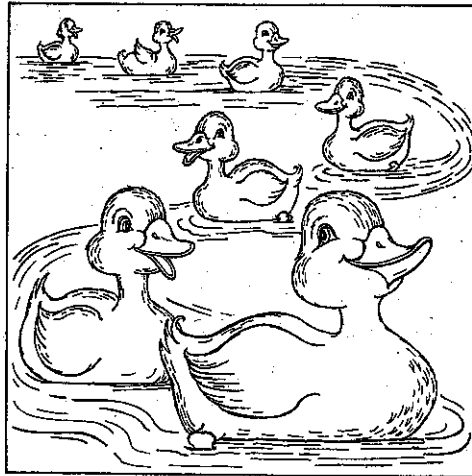
1. Through the kitchen door we smelled the aroma of cookies baking.
 - a. pleasant smell
 - b. flowery smell
 - c. foul odor
 - d. odd fragrance
2. After she sprayed herself with cologne, Carmina smelled like roses.
 - a. soap
 - b. lotion
 - c. perfume
 - d. the hose
3. I love the fragrant odor of baking bread.
 - a. strong smelling
 - b. pleasant smelling
 - c. thick and syrupy
 - d. slightly charred
4. When I inhale the cool mountain air, I can smell the evergreen trees.
 - a. go skiing in
 - b. breathe out
 - c. breathe in
 - d. take a walk in
5. Freshen your breath with Marvin's Mouthwash—it's cool and minty!
 - a. sweet
 - b. romantic
 - c. flavored like mint leaves
 - d. fizzy like a soft drink
6. Breathe in through your nostrils and out through your mouth.
 - a. lungs
 - b. the openings in your nose
 - c. the openings in your ears
 - d. throat
7. A dog has whiskers on each side of its snout.
 - a. tail
 - b. eyes
 - c. the part of its head that sticks out in front
 - d. the top part of its head where its ears are
8. What's that dreadful stench—haven't you taken the garbage out yet?
 - a. racket
 - b. mess
 - c. bad odor
 - d. fragrance

Name _____ Date _____

**Reading and
Analyzing Text**

Read the poem "Ducks" before answering Numbers 14 through 19.

Ducks



Those Spring-y ducks, those April ducks!
They puddle 'round and double up.
Two by two, and upside down,
they supper up,
those downside up and daft-y ducks!

Midsummer ducks, of plucky stuff,
their young quite buff in downy fluff,
move in a row like freeway trucks.
We never seem to see enough
of white, of yellow summer ducks!

October ducks! October ducks!
Weather cooling, feathers ruffed,
they gather strength, their chests are puffed,
and leave their puddle one chill day.
October ducks! Come back by May!

Winter passes, dark and duckless.
Bundled up, we skate the pond,
and wonder why we're so duck-fond.
Could be their quacks, their webby feet,
the waddling¹ way they like to greet.

¹ **waddling:** to walk with short steps from side to side

Name _____ Date _____

Now answer Numbers 14 through 19 on your Answer Sheet. Base your answers on the poem "Ducks."

- 14 Read these lines from the poem.

Those Spring-y ducks, those April ducks! / They puddle 'round and double up.

What effect does the author's use of informal language in the lines above create in the poem?

- F. It makes the ducks seem more realistic.
- G. It gives the poem a light-hearted sound.
- H. It helps readers better imagine the ducks.
- I. It makes the speaker seem more trustworthy.

- 15 Read these lines from the poem.

Midsummer ducks, of plucky stuff, / their young quite buff in downy fluff, / move in a row like freeway trucks.

What does the word *downy* mean in the sentence above?

- A. shiny
- B. spotted
- C. soft
- D. thick

- 16 Based on the way the speaker of the poem describes ducks, the reader can tell that the speaker

- F. enjoys watching ducks.
- G. is one of the younger ducks.
- H. wishes he or she could be a duck.
- I. only sees ducks during the summer.

Name _____ Date _____

17. Compared to the other three seasons, in winter
- A. ducklings are born.
 - B. ducks swim single file.
 - C. ducks go underneath the water.
 - D. no ducks can be seen on the pond.
18. Each of the four stanzas in the poem
- F. explains one interesting behavior of ducks.
 - G. explains what happens in a particular stage of a duck's life.
 - H. describes what the speaker observes about ducks during a season.
 - I. describes how the speaker's attitude toward ducks changes on different occasions.
19. Which of the following best tells the poem's theme?
- A. Nature is constantly changing.
 - B. Animals and nature should be respected.
 - C. Some animals are meant to live in the wild.
 - D. People often have fondness for certain animals.



Name _____ Date _____

Vocabulary

nouns, verbs, and adjectives related to smell

Vocabulary Practice

Directions: Write the word from the Word Bank that best completes each group or sentence.

1. A fox has a long, pointed _____.
2. Air comes in through our _____.
3. fragrance, perfume, spray, _____.
4. Lilac blossoms smell so _____!
5. rotting, horrid, stink, _____.
6. chewing gum, toothpaste, _____.
7. gasp, breathe, exhale, _____.
8. Cinnamon has a spicy _____.

Word Bank

aroma
minty

cologne
nostrils

fragrant
snout

inhale
stench

Extra Practice

Directions: Choose the best way to complete each sentence or answer each question. Write the correct letter on the line.

1. What has a short **snout** and long whiskers? _____ a. a cold
2. Your **nostrils** get red when you have _____. b. bloom
3. What might smell fresh and **minty**? _____ c. pizza sauce
4. Women often wear **cologne** when they _____. d. under water
5. What has a spicy, garlicky **aroma**? _____ e. mouthwash
6. My garden smells **fragrant** when the plants _____. f. rotting food
7. It is unwise to **inhale** when you are _____. g. dress up
8. What might cause a **stench**? _____ h. a cat

Name _____ Date _____

Read the passage "The Soccer Game" before answering Numbers 20 through 24.

The Soccer Game

by Chris Berriman

illustrated by Kathryn Mitter

"Go, Amanda, go!" Laura shouted as she watched her younger sister work the soccer ball toward the goal.

The ball rolled in front of Amanda's neat, controlled steps. Suddenly, *wham*, a player from the other team slammed into Amanda. In an instant, the ball was gone.

Laura's coach nodded. "Amanda's a good player," the coach said. "She's fast and sharp. Why don't you bring her to the next game? Maybe we can use her."

"Mandy doesn't think she's that good," Laura said. "She gets really upset when she loses."

After the game, Mandy sat by herself and removed her shin pads.

"Good game," Laura said. "You did a great job of handling the ball."

A red-faced Mandy muttered, "Thanks, but we didn't win." Not wanting to talk, she turned away to open her gym bag.



From across the field the coach hailed them. "See you Saturday, Laura! Remember to bring Mandy. And Mandy, bring your gear, too. You might see some action." Then she added, "Oh, and don't forget, Laura, we play the Rockettes. You know what that means." The coach smiled and waved goodbye.

Although at first Amanda was pleased and excited to be invited to play on the older girls' team, Laura noticed later that she was still upset. She sat down with Mandy in front of the television.

"What's on?" Laura asked.

Name _____ Date _____

"Some educational show about sailing ships or something," Mandy answered glumly.

"You still moping about the game?"

"It's always the same, Laura. I play my hardest and then some player elbows me and takes the ball when the ref's not looking. Maybe that's the way to win."

"No, it's not, and you know it," said Laura. Amanda just turned up the television.

"... a famous battle between two fleets of sailing ships occurred in the 1500s," the television voice droned.

"Anyway," Laura spoke up to try to get over the sound of the television, where old sailing ships were getting set for a battle, "wait until you see the Rockettes. They're the biggest and toughest team in the league. We call them the Sock-ettes."

The television droned on. "The Spanish Armada had 130 of the biggest and most heavily armed ships ever assembled, but the smaller English ships were more maneuverable and were manned by skillful seamen."

"Hmm," said Amanda, slowly. "Is that so?" Laura wasn't sure if she was talking to her or not.

A week passed, and all too soon it was Saturday and time to face the Rockettes. It was a tough battle, and by the final minutes the score was tied 1-1. Amanda had dressed for the game but had not played at all. From the bench she gazed at the big Rockettes and the smaller players of her sister's team—and now her own—the Cleats.

"Wow," Amanda exclaimed, watching a Cleat player limp to the bench after a hard tackle. The coach turned and looked her over.

"All right, Mandy," the coach said, "there're only five minutes to go. Get ready. You're going in."



Soon Amanda was in the thick of the game, dodging and weaving between the much bigger Rockette players.

Name _____ Date _____

Reading and
Analyzing Text

"Ah, here's a little one!" sneered a Rockette, moving in close to play defense.

Taking a pass, Amanda slipped away and dribbled nimbly down the sideline, the Rockette pursuing her. An even bigger Rockette made a beeline¹ toward her from the center of the field. At the last moment Amanda dodged, and the two Rockettes collided² behind her with a loud thud.

Stepping up her speed, Amanda suddenly faced two more Rockettes who seemed to loom over her like enormous warships.

"Man-oov-er!" she cried, and suddenly skipped the ball from one foot to the other. She pirouetted³ around one player just as the other was about to hip tackle her to the ground, then dove right past the goalie and propelled the ball with a quick, sharp kick. The ball went straight into the net!

The crowd cheered and Mandy's new teammates grinned as they battled on defense as the last few seconds ticked off the clock. The game was over. The Cleats had won.

"Three cheers for the Rockettes," cried the Cleats.

"Three cheers for the Cleats," the Rockettes replied.

Laura wanted to add something.

"Three cheers for Amanda," she said, "who faced much bigger, stronger opponents and defeated them two ships at a time!"

Now answer Numbers 20 through 24 on your Answer Sheet. Base your answers on the passage "The Soccer Game."

20 Which of the following is the best description of the passage's setting?

- F. a time in the distant past
- G. a science-fiction future world
- H. a modern, realistic environment
- I. a fantasy place where anything can happen

¹ **beeline:** direct, straight line

² **collided:** to come together with forceful impact

³ **pirouetted:** whirled about as in ballet

Name _____ Date _____

- 21 The Cleats players call the Rockette players “the Sock-ettes” because the Rockettes
- A. hit hard.
 - B. like to win.
 - C. wear socks.
 - D. are all girls.

- 22 Amanda turns the TV volume up when Laura is trying to talk to her about soccer because
- F. Laura is giving Amanda bad advice.
 - G. Amanda is avoiding Laura’s questions.
 - H. Amanda is interested in the TV program.
 - I. Laura is trying to change to another program.

- 23 Read this sentence from the passage.

“The Spanish Armada had 130 of the biggest and most heavily armed ships ever assembled, but the smaller English ships were more maneuverable and were manned by skillful seamen.”

If *skill* means “talent,” what does the word *skillful* mean in the sentence above?

- A. full of talent
- B. without talent
- C. increasing talent
- D. in a talented way

Name _____ Date _____

- 24 Read this sentence from the passage.

“Man-oov-er!” she cried, and suddenly skipped the ball from one foot to the other.

Why does the author use the dialogue above in this particular scene from the passage?

- F. to show that Mandy feels frustrated playing against the Rockette players
- G. to show that Mandy is warning the Rockette players to get out of her way
- H. to show that Mandy has figured out a strategy to get by the Rockette players
- I. to show that Mandy has decided to play as roughly and aggressively as the Rockettes



Name _____

Date _____

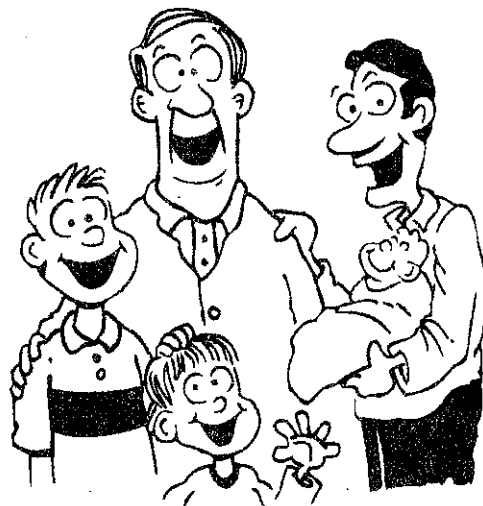
family-related nouns and verbs

Vocabulary

Family Ties

Word Bank

adolescents	adopt	ancestor	clan
infant	inherit	kin	upbringing

**Getting to Know New Words**

Directions: Read each sentence. Then choose the best word or phrase to replace the underlined word(s). Circle the letter next to your choice.

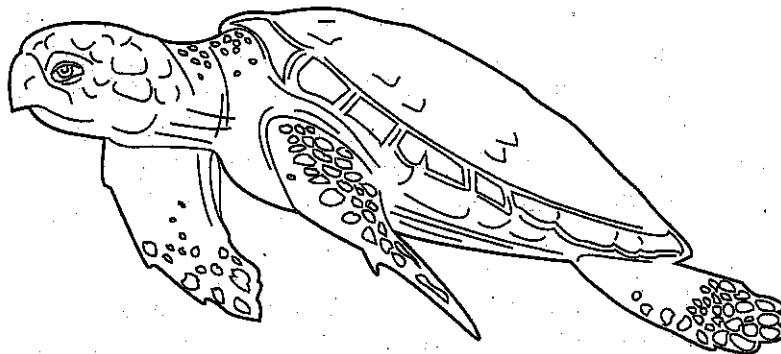
1. YA (young adult) authors write books especially for adolescents.
 - a. people in their early twenties
 - b. elementary school students
 - c. people about twelve to eighteen years old
 - d. people in their early thirties
2. Finally I'll be an older brother: my parents are planning to adopt a baby girl from China.
 - a. visit in the hospital
 - b. financially support
 - c. become legal parents to
 - d. offer a temporary home to
3. On a website about our family history, we discovered an ancestor who fought in the Civil War.
 - a. a famous leader
 - b. a villain
 - c. a great-great-great-great-grandchild
 - d. a person from whom we descended
4. Once every five years, the Raymer clan gets together for a family reunion.
 - a. family group
 - b. sports club
 - c. business
 - d. group of friends
5. An infant doesn't do much except sleep and drink milk.
 - a. A toddler
 - b. A kindergartner
 - c. A young baby
 - d. A preschooler
6. When her mother dies, Ms. Horii will probably inherit the family home.
 - a. move into
 - b. receive from someone who dies
 - c. receive as a birthday or holiday gift
 - d. sell or rent
7. The bride, groom, and all their kin posed for a family portrait.
 - a. friends
 - b. bridesmaids and groomsmen
 - c. extended family members
 - d. coworkers
8. Mom's upbringing was stricter than most: when she was my age she had to be in bed at 7:30 P.M. on school nights.
 - a. Mom's weekly schedule
 - b. The way Mom's parents raised her
 - c. The way Mom's family felt about her
 - d. Mom's attitude

Name _____ Date _____

Reading and
Analyzing Text

Reading and Analyzing Text

Read the passage "Return of the Ridleys" before answering Numbers 1 through 18.



Return of the Ridleys

"Wow!" said Rafael, looking at the beach that stretched for miles. He and his sister stared out the windows of their older brother Alex's car. "I knew Hurricane Ike had caused a lot of damage, but I never dreamed the island would look like this."

The coastline of Padre Island National Seashore was dotted with trash, including milk cartons, sofa cushions, and even refrigerators. A seabird sat on a rocking chair, which was still in one piece. The chair looked as if someone had recently been sitting in it, looking out to sea. More trash floated on the water, waiting to wash onto the beach.

Rafael and Elena got out of the car. Elena stepped away from her door and looked at the ground. She had wanted to take her shoes off and feel the soft, warm sand on her bare toes. Instead, the ground was nothing but hard, clammy clay. She glanced at Alex. He was no longer animated and smiling as he had been in the car. The light had drained from his face. As he looked around him, his eyes widened and his mouth remained open, as if mid-sentence.

Alex got out of the car and looked at us "Well, there probably won't be any turtles nesting here for years. I'm not sure even the plan to restore the beaches will work, at least not in time. The turtle population was already threatened before the storm. The damage from the storm just adds insult to injury."

Alex was studying marine biology at the University of Texas in Austin. He had become interested in the ocean as a child, taking trips there with his family. Now his parents were letting him take his preteen brother and sister with him on a class assignment. He was doing a report on the sea turtles that nested on the Gulf Coast.

They all had heard of the serious storm on the Gulf Coast, but none of them had seen firsthand the problems that people faced in rebuilding after the storm. The sea-turtle facility in Galveston, Texas, had also been damaged by the hurricane. It was unlikely that it would be repaired in time to help the turtles during the upcoming nesting season.

Name _____ Date _____

Reading and
Analyzing Text

Alex and his siblings had watched videos of sea turtles struggling onto sandy beaches. They had also watched videos of female turtles dragging themselves through the sand to find a nesting spot. The turtles used their flippers to dig holes where they would lay and bury their eggs. Elena and Rafael were amazed by the night photography that showed baby turtles racing out to the ocean.

On their drive to Padre Island National Seashore, Alex talked about the Kemp's Ridley sea turtles. They were the most endangered sea turtles in the world. He told Rafael and Elena that the Kemp's Ridley is the smallest sea turtle. It grows to 2 feet in diameter and weighs up to 100 pounds. Alex showed them pictures of the turtles' greenish-gray shells and light bellies. He also told them that these turtles could live for about 50 years in the wild.

Alex also told Raphael and Elena that these sea turtles are migratory. Females often swim hundreds of miles every couple of years to return to the same beach where they were hatched. Once on shore, these turtles laid and buried their own eggs. Alex explained that because only 1,000 female turtles are still known to exist, the future of these turtles is in question.

The three walked together down the beach, skirting the messes. "I wish we could pick it all up and haul it off," said Elena, "but there's just too much of it. Even if we worked all day, every day for a year, it wouldn't make a dent in this problem."

"True, but a journey of a thousand miles begins with a single step," replied Alex.

Rafael stopped suddenly and pointed. "What's that moving over there?" he asked. Three pairs of eyes searched the beach.

"I think it's a turtle!" exclaimed Alex. "Let's go see to make sure. We'll be able to get fairly close, but let's approach it carefully so it's not alarmed."

As they got closer, all three became more excited; they could tell it was a Kemp's Ridley! At least one turtle had returned safely, in spite of what it had gone through to get there. The three watched the turtle hunting for a sand dune. This single turtle's presence made them hopeful. Perhaps it was a good sign for turtles after all.

Name _____ Date _____

Now answer Numbers 1 through 18 on your Answer Sheet. Base your answers on the passage "Return of the Rيدleys."

- 1 What surprises Rafael when he arrives on the island?
- A. the high winds of the hurricane
 - B. the fact that the sand has changed to hard clay
 - C. the amount of damage caused by the hurricane
 - D. the large number of sea turtles that are on the beach

- 2 Read this sentence from the passage.

A seabird sat on a rocking chair, which was still in one piece.

Which word sounds the same as the word *piece*?

- F. pace
- G. pass
- H. peace
- I. peas

- 3 Read this excerpt from the passage.

The coastline of Padre Island National Seashore was dotted with trash, including milk cartons, sofa cushions, and even refrigerators. A seabird sat on a rocking chair, which was still in one piece. The chair looked as if someone had recently been sitting in it, looking out to sea.

The image described above best helps readers visualize

- A. how powerful and destructive the hurricane was.
- B. how the island's birds were affected by the hurricane.
- C. how few people have come to the island since the hurricane.
- D. where the hurricane began and ended, as well as the path it took.

Name _____ Date _____

- 4 Read this sentence from the passage.

Instead, the ground was nothing but hard, clammy clay.

What does the word *clammy* mean in the sentence above?

- F. dry and hot
- G. damp and cool
- H. rough and cold
- I. muddy and warm

- 5 Read this excerpt from the passage.

The light had drained from his face. As he looked around him, his eyes widened and his mouth remained open, as if mid-sentence.

In the excerpt above, readers can tell that Alex feels

- A. shocked and sad.
- B. annoyed and restless.
- C. discouraged and angry.
- D. excitement and dismay.

- 6 At the beginning of the passage, Alex is upset because he thinks

- F. Rafael and Elena do not like the beach.
- G. no one has made a plan to restore the beaches.
- H. someone has left a rocking chair on the beach.
- I. the turtles will not return to the beach for a long time.

Name _____ Date _____

- 7 Read this sentence from the passage.

He had become interested in the ocean as a child, taking trips there with his family.

Which word has the same beginning syllable as the word *become*?

- A. because
- B. beckon
- C. belly
- D. benefit

- 8 Read this sentence from the passage.

Now his parents were letting him take his preteen brother and sister with him on a class assignment.

What does the word *preteen* mean in the sentence above?

- F. much smaller
- G. more childish
- H. younger than thirteen
- I. nearly the same height

- 9 Read this excerpt from the passage.

Alex and his siblings had watched videos of sea turtles struggling onto sandy beaches. They had also watched videos of female turtles dragging themselves through the sand to find a nesting spot. The turtles used their flippers to dig holes where they would lay and bury their eggs.

What can the reader conclude from the excerpt above?

- A. There are lots of sea turtles in the world.
- B. It is unusual to see sea turtles on the beach.
- C. It is hard work for sea turtles to build a nest.
- D. There are many dangers for baby sea turtles.

Name _____ Date _____

- 10 Read this sentence from the passage.

Elena and Rafael were amazed by the night photography that showed baby turtles racing out to the ocean.

What does the word *photography* mean in the sentence above?

- F. scientific studies
- G. struggle for survival
- H. research done outdoors
- I. pictures taken with a camera

- 11 Read this sentence from the passage.

They were the most endangered sea turtles in the world.

In the sentence above, the word *endangered* means

- A. completely gone.
- B. difficult to count.
- C. in danger of disappearing.
- D. dying of disease and hunger.

- 12 The reader can conclude from the passage that Alex

- F. knows a lot about sea turtles.
- G. has never been to the island before.
- H. has lived on the coast all of his life.
- I. has worked to help sea turtles in the past.

Name _____ Date _____

- 13 Read this sentence from the passage.

**“True, but a journey of a thousand miles begins with a single step,”
replied Alex.**

What is meant by the adage *a journey of a thousand miles begins with a single step*?

- A. Hard work always pays off in the end.
- B. Some jobs are just not worth your time and energy.
- C. No matter how difficult a task is, you must start somewhere.
- D. There is a solution to every problem—you just have to find it.

- 14 What generalization can the reader make about sea turtles?

- F. Sea turtles never return to a damaged beach.
- G. Male sea turtles are good at taking care of their babies.
- H. Baby sea turtles depend on their parents for a long time.
- I. Female sea turtles always remember where they were born.

- 15 Read this sentence from the passage.

**We’ll be able to get fairly close, but let’s approach it carefully so it’s
not alarmed.**

Which word has the same beginning syllable as the word *approach*?

- A. action
- B. admire
- C. ahead
- D. arrow

Name _____ Date _____

- 16 Read this sentence from the passage.

This single turtle's presence made them hopeful.

What does the word *presence* mean in the sentence above?

- F. manner or behavior
- G. way of moving about
- H. current existence in a place
- I. response to an environment

- 17 Read this sentence from the passage.

This single turtle's presence made them hopeful.

Which word has almost the same meaning as the word *hopeful* as it is used in the sentence above?

- A. encouraged
- B. grateful
- C. joyful
- D. lucky

- 18 Which word from the passage is a compound word?

- F. approach
- G. coastline
- H. diameter
- I. rebuilding

**Vocabulary Practice**

Directions: Write the word from the Word Bank that best completes each group or sentence.

1. At the wedding we hope to see everyone in the Fresco _____.
2. newborn, babe in arms, diapers, _____
3. forebear, forefather, family tree, _____
4. raising, guiding, strict, _____
5. teens, young adults, _____
6. deceased, property, will, _____
7. Couples who cannot have their own children may
_____ them.
8. My cousins are all redheads, too, so it's easy to tell that we're
_____.

Word Bank

adolescents

adopt

ancestor

clan

infant

inherit

kin

upbringing

Extra Practice

Directions: Choose the best way to complete each sentence or answer each question. Write the correct letter on the line.

1. An **ancestor** is a family member who _____.
a. family group
2. An **infant** cries when she is _____.
b. died long ago
3. Besides money, people can **inherit** relatives' _____.
c. hungry or wet
4. A child's **upbringing** is the way his family _____.
d. members
5. **Adolescents** are neither little children nor _____.
e. legal permission
6. In order to **adopt** a child, a parent must get _____.
f. possessions
7. "Meet the Pine **clan**" means "Meet the Pine _____."
g. adults
8. "Jethro and all his **kin**" means
"Jethro and all his extended family _____."
h. raises him