



Sample Lesson

**GRADE 4**

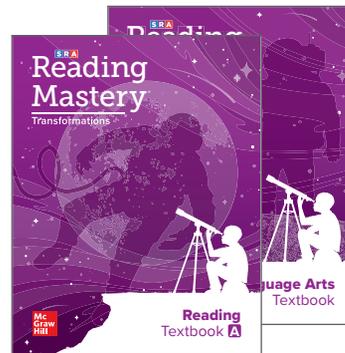
# Grade 4

# INTRODUCTION



## Teacher Experience

- Reading Lesson 79
- Language Arts Lesson 97



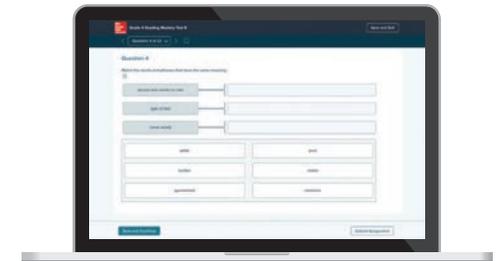
## Student Textbook

- Reading Lesson 79
- Language Arts Lesson 97



## Student Workbook

- Reading Lesson 79
- Language Arts Lesson 97



## Assessment

- Reading Mastery Test 8
- Language Arts Mastery Test 10

## Reading Lesson 79

In Reading Lesson 79, the **Teacher Experience** instruction includes activities that help learners to build *Vocabulary* (Exercise 6) and interpret information from *Charts and Graphs* (Exercise 8).

Then, learners read informational text about *The Life Cycle* (Exercise 9) in the **Student Textbook** and answer questions in the **Student Workbook** that demonstrate their knowledge of sequencing and text structure.

Next, learners complete comprehension questions and show their understanding of text through writing and using details from text.

After completing a 10-lesson sequence, the teacher administers the **Assessment** (Mastery Test 8).

## Language Arts Lesson 97

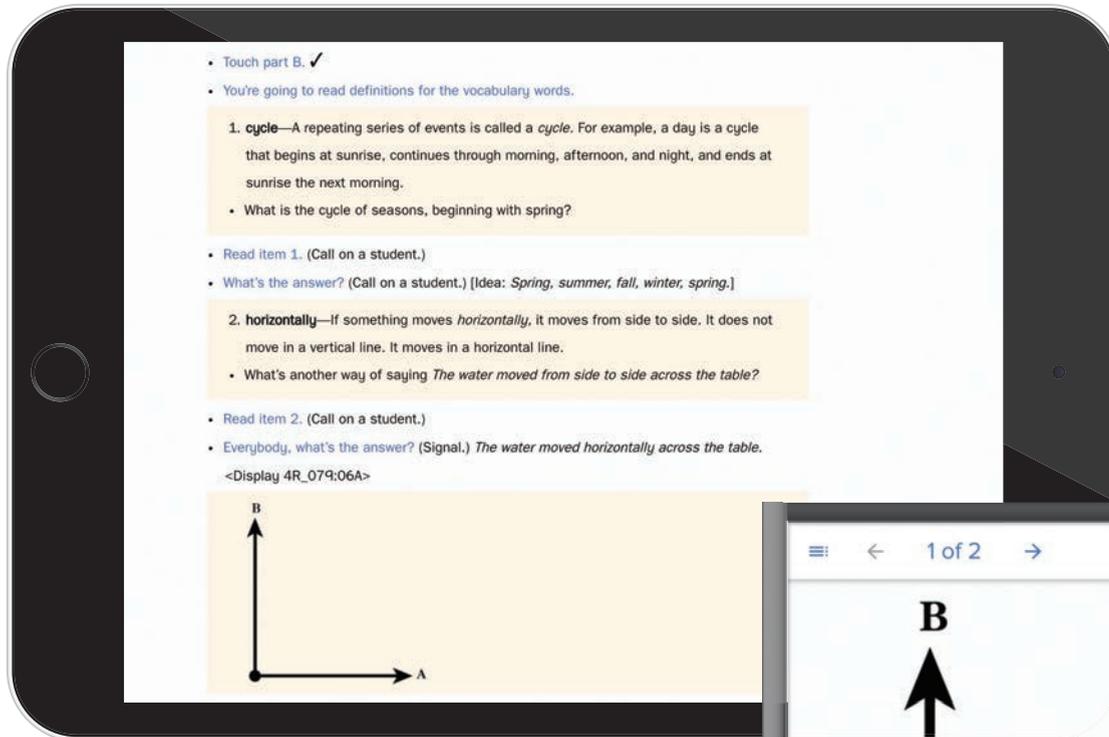
Language Arts Lesson 97 begins with a writing activity in the **Teacher Experience** where learners write an *Opinion Paper* (Exercise 1).

Then, learners complete activities from the **Student Workbook** and **Student Textbook** about *Figurative Language* (Exercise 2) and *Compound Sentences* (Exercise 3).

As with the Reading Lessons, the teacher administers the **Assessment** (Mastery Test 10) after students complete a 10-lesson sequence.

# Reading Lesson 79

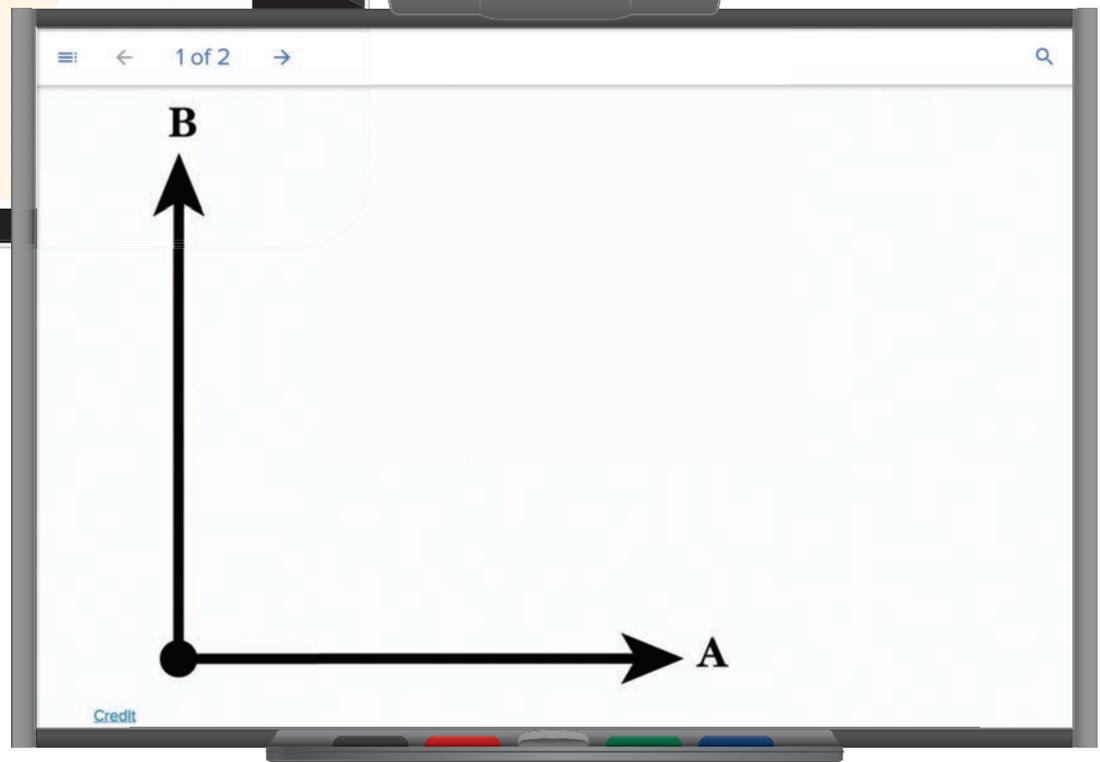
# TEACHER EXPERIENCE



Develop academic vocabulary using information from purposeful supporting multimedia content.

## Exercise 6

See corresponding student sampler page.



Exercise 6 Display



**Jackie Robinson's Home Runs**

Like many baseball players, Jackie Robinson hit the most home runs per year during the middle part of his career. He hit about a dozen home runs per year when he first started playing with the Brooklyn Dodgers in the late 1940s. In the early 1950s, however, he boosted that total to almost 20 home runs per year. Then he dropped back down to about a dozen per year in the mid-1950s as his baseball career neared its end.

Year	Home Runs
1947	12
1948	13
1949	14
1950	15
1951	16
1952	17
1953	18
1954	19
1955	18
1956	17

**a.** Touch the bar graph underneath the passage. ✓

- Everybody, what is the title of the bar graph? (Signal.) *Home Runs Hit by Jackie Robinson for the Dodgers.*
- What word is at the bottom of the graph? (Signal.) *Years.*
- So what do the numbers above the word **years** show? (Call on a student.) [Idea: *The years he played for the Dodgers.*]
- Everybody, what's the first year he played for the Dodgers? (Signal.) *1947.*
- What's the last year he played? (Signal.) *1956.*

**b.** Everybody, what phrase is on the left side of the graph? (Signal.) *Home Runs.*

- So what do the numbers on the left and right side of the graph show? (Call on a student.) [Idea: *The number of home runs Jackie Robinson hit.*]
- Everybody, what's the lowest number on the left side? (Signal.) *Zero.*

Interpret information from charts and graphs and explain how it contributes to text understanding.

**Exercise 8**

See corresponding student sampler page.

Author uses reasons and evidence to support particular points in a text.

**The Life Cycle**

The life cycle of plants and animals goes around and around. The life cycle of birds, for example, begins when baby birds hatch out of eggs. The babies stay in their nest until they're old enough to fly away. Then the birds leave the nest and find mates. The birds and their mates build nests, and the female bird lays eggs in the nest. Then new baby birds hatch out of the eggs, and the cycle begins again: around and around from eggs to birds to eggs.

The following passages about animals and plants from coastal Florida present more examples of life cycles.

- What claim about life cycles does the author make in the first sentence of the article? (Call on a student.) [Idea: *The life cycle goes around and around.*]
- What evidence does the author present to support that claim? (Call on several students.) [Ideas: *The life cycle of birds goes from eggs to birds to eggs; Birds do the same sequence of things over and over again.*]
- Look at the headings and tell me which plants and animals this article will discuss. (Call on several students.) [Ideas: *Sea turtles; Turtle grass; Flamingos; Water lilies.*]

**Sea Turtles**

The mother green sea turtle has finally lumbered all the way up the beach to the dry sand. She digs a hole in the sand with her flippers. Then she deposits more than a hundred round, white eggs into the hole. She thrashes her flippers again, covering the eggs with sand. Exhausted from her task, she drags herself back to the ocean.

- The article says that the sea turtle **lumbered**. What does that mean? (Call on several students.) [Ideas: *She moved heavily; She moved slowly; She moved awkwardly.*]
- Use details from the text to explain everything the sea turtle did in this paragraph. (Call on several students.) [Ideas: *She lumbered up to the dry sand; She dug a hole; She deposited more than a hundred eggs into the hole; She covered the eggs with sand; She*

**Exercise 9**

See corresponding student sampler page.

# Reading Lesson 79

# TEACHER EXPERIENCE

## Summary

The life cycles of plants and animals are different in many ways, but they all have the same basic pattern. After a plant or animal is born, it grows up and produces more of its own type of plant or animal. These cycles repeat over and over again, filling our planet with life.

- Everybody, how many eggs does a female flamingo lay at one time? (Signal.) *One.*
- How many eggs does a female sea turtle lay at one time? (Call on a student.) [Idea: *More than a hundred.*]
- Use details from the article to explain the differences between a sea turtle nest and a flamingo nest. (Call on several students.) [Ideas: *A sea turtle nest is a hole in the sand, but a flamingo nest is a cone-shaped mound of mud; A sea turtle nest is covered with sand, but a flamingo nest is in the open; A mother sea turtle leaves the nest after laying eggs, but the flamingo parents stay in the nest before and after their chick is born; The sea turtle nest contains more than a hundred eggs, but the flamingo nest contains only one.*]
- How old is a flamingo chick when it leaves the nest? (Call on a student.) [Idea: *One week or less.*]
- Use details from the article to explain why flamingos move during the dry season. (Call on a student.) [Idea: *The flamingos move to find food.*]
- Why does a water lily produce a fruit? (Call on several students.) [Idea: *The fruit contains seeds that turn into other water lilies.*]

## Exercise 10

## Main Idea Supporting Evidence

Compare and contrast information using details from text.

- How many eggs does a female sea turtle lay at one time? (Call on a student.) [Idea: *More than a hundred.*]
- Use details from the article to explain the differences between a sea turtle nest and a flamingo nest. (Call on several students.) [Ideas: *A sea turtle nest is a hole in the sand, but a flamingo nest is a cone-shaped mound of mud; A sea turtle nest is covered with sand, but a flamingo nest is in the open; A mother sea turtle leaves the nest after laying eggs, but the flamingo parents stay in the nest before and after their chick is born; The sea turtle nest contains more than a hundred eggs, but the flamingo nest contains only one.*]
- How old is a flamingo chick when it leaves the nest? (Call on a student.) [Idea: *One week or less.*]
- Use details from the article to explain why flamingos move during the dry season. (Call on a student.) [Idea: *The flamingos move to find food.*]
- Why does a water lily produce a fruit? (Call on several students.) [Idea: *The fruit contains seeds that turn into other water lilies.*]
- What is the main idea of this article? (Call on several students.) [Idea: *The life cycles of plants and animals are different in many ways, but they all have the same basic pattern.*]
- Give evidence from the article to support that main idea. (Call on several students.) [Ideas: *Plants and animals begin as eggs or seeds; Plants and animals grow up; Plants and animals produce more of their own type of plant or animal.*]

## Exercise 10



Show understanding of text through writing and using details from text.

#### F. COMPREHENSION

Write the answers.

1. Use details from the article to describe the life cycle of a female sea turtle, beginning when she is still in an egg. [Idea: She hatches from the egg, then she goes to the ocean, where she lives for several years. Next she settles near Florida. After many years, she swims to a nesting beach and lays eggs.]
2. Use details from the text to explain how turtle grass spreads by using rhizomes. [Idea: The grass produces rhizomes, which grow underground in a horizontal line. New shoots of grass come up from place to place along the rhizome.]
3. How do oceans near the coast get polluted? [Idea: People dump garbage or oil into the water.]
4. How does an adult flamingo eat? [Idea: It plunges its head in water and fills its mouth with plants and small animals.]
5. Name at least three ways that water lilies and turtle grass are the same. [Ideas: Both are plants that grow in water; Both have flowers; Both spread by rhizomes and seeds; Both provide food and shelter for animals.]

#### G. WRITING

Write a passage that describes the first few months of a flamingo's life.

Use details from the article to answer these questions in your passage:

1. How do the flamingo's parents prepare for its birth?
2. Who takes care of the baby flamingo at first? How?
3. Who does the flamingo spend time with after it leaves the nest?

### Exercise 12

Recognize text structure.

#### C SEQUENCING

Number the events in the correct sequence. The first event has already been numbered.

- 1 A turtle lumbers up a beach until it reaches dry sand.
- 5 The turtle goes back to the ocean.
- 4 The turtle covers eggs with sand.
- 2 The turtle digs a hole with its flippers.
- 3 The turtle deposits eggs into a hole.

#### D TEXT STRUCTURE

Work the items.

A. The mother green sea turtle has finally lumbered all the way up the beach to the dry sand. She digs a hole in the sand with her flippers. Then she deposits more than a hundred round, white eggs into the hole. She thrashes her flippers again, covering the eggs with sand. Exhausted from her task, she drags herself back to the ocean.

1. Which main text structure does paragraph A use?
  - a. cause and effect
  - b. comparison
  - c. problems and solution
  - d. sequence of events

B. Sea grasses have roots, leaves, and flowers, just like many land plants. Sea grass flowers are small and delicate. The flowers make it possible for sea grass to produce seeds, which grow into plants the same way grass grows from seeds in a garden. So turtle grass can spread by producing seeds and by producing rhizomes.

2. Which main text structure does paragraph B use?
  - a. cause and effect
  - b. comparison
  - c. problems and solution
  - d. sequence of events

C. Not all of the coastal areas in Florida are this clean and healthy. Some areas are polluted because people have dumped garbage or oil into the water. Neither turtle grass nor turtles grow well in these polluted areas.

3. Which main text structure does paragraph C use?
  - a. cause and effect
  - b. comparison
  - c. problems and solution
  - d. sequence of events

### Exercise 12

# Reading Lesson 79

# STUDENT TEXTBOOK

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## A WORD LISTS

### 1 Hard Words

1. delicate
2. jellyfish
3. lily

### 2 Related Words

1. coast
2. coastal
3. coastline

### 3 Vocabulary Words

1. cycle
2. horizontally
3. photosynthesis
4. rhizome

### 4 Vocabulary Words

1. lumbered
2. polluted
3. settle
4. typically

## B VOCABULARY DEFINITIONS

1. **cycle** A repeating series of events is called a *cycle*. For example, a day is a cycle that begins at sunrise, continues through morning, afternoon, and night, and ends at sunrise the next morning. What is the cycle of seasons, beginning with spring?
2. **horizontally** If something moves *horizontally*, it moves from side to side. It does not move in a vertical line. It moves in a horizontal line. What is another way of saying *The water moved from side to side across the table*?
3. **photosynthesis** *Photosynthesis* is a process where green plants use sunlight to make food for the plant. What is the process that green plants use to make food for the plant?
4. **rhizome** A *rhizome* is a plant stem that grows underground in a horizontal line. What do we call a plant stem that grows underground in a horizontal line?

## C VOCABULARY FROM CONTEXT

1. The 300 pound turtle **lumbered** along the beach.
2. Some parts of the ocean are **polluted** because people have dumped garbage or oil into the water.
3. The young turtles **settle** close to shore, where they will live for the next ten years or more.
4. People **typically** work from 9 in the morning to 5 at night.

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## D READING INFORMATIONAL TEXT: Science

### The Life Cycle

The life cycle of plants and animals goes around and around. The life cycle of birds, for example, begins when baby birds hatch out of eggs. The babies stay in their nest until they're old enough to fly away. Then the birds leave the nest and find mates. The birds and their mates build nests, and the female bird lays eggs in the nest. Then new baby birds hatch out of the eggs, and the cycle begins again: around and around from eggs to birds to eggs.

The following passages about animals and plants from coastal Florida present more examples of life cycles.

#### Sea Turtles

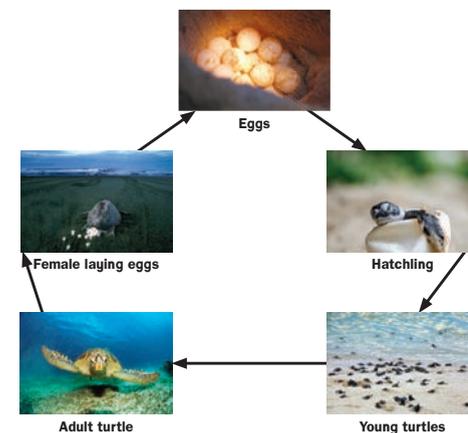
The mother green sea turtle has finally lumbered all the way up the beach to the

dry sand. She digs a hole in the sand with her flippers. Then she deposits more than a hundred round, white eggs into the hole. She thrashes her flippers again, covering the eggs with sand. Exhausted from her task, she drags herself back to the ocean.

Two months go by. The eggs under the sand crack open, and baby turtles hatch. They dig their way out of the sand and go as fast as they can to the ocean before gulls and other sea birds can catch them.

The young turtles who make it to the ocean drift there for several years. They are good hunters. With their strong beaks, they watch for mouthfuls of plants or jellyfish. Eventually they settle close to the shore of southern Florida, where they will live for the next ten years or more.

#### Life Cycle of a Sea Turtle



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Someday the females will swim for hundreds of miles to a nesting beach. They will pull themselves out of the ocean to lay eggs, just as their mothers once did.

### Turtle Grass

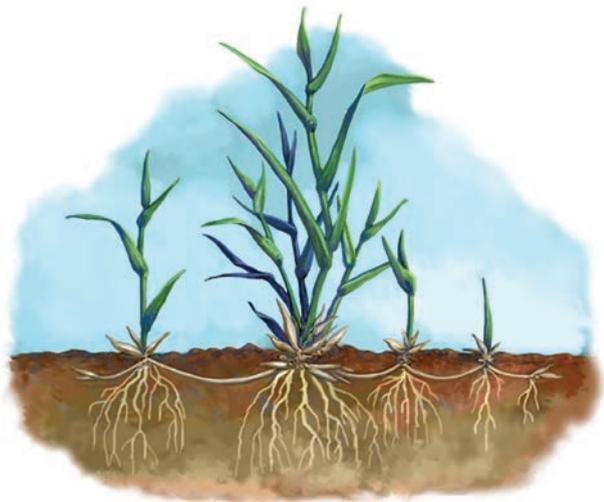
Sea turtles depend on sea grasses for food and for a place to live. Turtle grass is common in the warm waters near southern Florida, and sea turtles are at home in the underwater meadows of turtle grass.

The turtle grass clings to the ground with its roots and its rhizomes. A rhizome is a special stem that grows underground. The rhizome grows horizontally beneath the sea floor. New shoots come up from place to place along the rhizome. Each shoot grows into grass with roots.

Sea grasses have roots, leaves, and flowers, just like many land plants. Sea grass flowers are small and delicate. The flowers make it possible for sea grass to produce seeds, which grow into plants the same way grass grows from seeds in a garden. So turtle grass can spread by producing seeds and by producing rhizomes.

Turtle grass is like garden grass in another way: turtle grass depends on photosynthesis to make its food. The green leaves take in sunlight that shines through the water and use the light for photosynthesis.

Young sea turtles glide through the clear water around the turtle grass. Turtle grass roots and rhizomes hold the soil in place, so



Turtle grass roots and rhizomes

the water does not often get muddy. Many species of sea animals find food and shelter in this underwater meadow.

Not all of the coastal areas in Florida are this clean and healthy. Some areas are polluted because people have dumped garbage or oil into the water. Neither turtle grass nor turtles grow well in these polluted areas. ♦

### Flamingos

Flamingos are tall wading birds that live in large flocks in coastal areas around the world. Hundreds of flamingos typically feed together in the shallow coastal waters of Florida. Many of these flamingos are pink.

Flamingos are like turtles because they both lay eggs. But unlike turtles, flamingos lay only one egg at a time. Flamingo parents take care of their egg until it hatches, and then they take care of their baby.

The mother and father flamingo build a cone shaped mound of mud for their nest. After the mother lays an egg in the nest, the mother and father take turns sitting on the egg. Unlike a baby turtle, a baby flamingo, or chick, is helpless when it hatches. The chick has feathers that are gray and white, and it calls out in hunger. Both mother and father feed the chick a liquid similar to milk, called crop milk, that they produce inside their throat.

Within just a week, the chick leaves the nest. The chick's parents still feed it, but the chick spends its time with other chicks in a large group. Because flamingos live near shallow water, the chick quickly learns to swim. Soon the growing flamingo learns to eat like an adult. It plunges its head in the water and fills its mouth with plants and small animals. ★

During the dry season, the flock of flamingos must move to a new area where



Adult flamingo feeding crop milk to its chick

they can find food. Hundreds of them take to the air together, their long necks in front, their long legs behind, and their colorful wings flapping. They fly together until they reach a new area with food.

### Water Lilies

The ponds where flamingos live are dotted with white and pink flowers with round, green leaves. These are water lilies, which grow in shallow ponds and at the edges of lakes. Like turtle grass, water lilies spread both by rhizomes and by seeds.

The lily's flower and leaves are above water, but its roots dig into the dirt bottom of the pond. A long stem connects the roots to the sweet smelling flower and the leaves.

The lily's rhizome gradually spreads across the bottom of the pond. On the surface of the pond, a fruit begins to grow inside

# Reading Lesson 79

# STUDENT TEXTBOOK



Water lilies at the edge of a pond

the flower. The fruit is like a berry, and it has many seeds inside. When the fruit is ripe, the seeds drop into the water. Each seed may start a new water lily plant nearby.

Water lilies provide food and shelter for many kinds of animals. Deer and beaver eat the seeds, leaves, and roots. Fish and frogs hide under the wide, green leaves.

## Summary

The life cycles of plants and animals are different in many ways, but they all have the same basic pattern. After a plant or animal is born, it grows up and produces more of its own type of plant or animal. These cycles repeat over and over again, filling our planet with life.

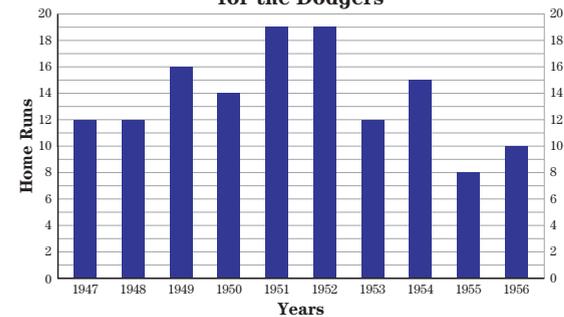
## E CHARTS AND GRAPHS

### Jackie Robinson's Home Runs

Like many baseball players, Jackie Robinson hit the most home runs per year during the middle part of his career. He hit about a dozen home runs per year when he first started playing with the Brooklyn

Dodgers in the late 1940s. In the early 1950s, however, he boosted that total to almost 20 home runs per year. Then he dropped back down to about a dozen per year in the mid 1950s as his baseball career neared its end.

Home Runs Hit by Jackie Robinson for the Dodgers



### Work the items.

1. In which year did Robinson hit the fewest home runs?
2. In which years did Robinson hit the most home runs?
3. For the most part, did the number of home runs Robinson hit per year *increase* or *decrease* from 1947 to 1951?
4. For the most part, did the number of home runs Robinson hit per year *increase* or *decrease* from 1952 to 1956?
5. In which part of his career did Robinson hit the most home runs per year: the beginning, the middle, or the end?
6. What information does the graph present that the passage does not present?
7. How does the graph help you understand the passage?



## F COMPREHENSION

**Write the answers.**

1. Use details from the article to describe the life cycle of a female sea turtle, beginning when she is still in an egg.
2. Use details from the text to explain how turtle grass spreads by using rhizomes.
3. How do oceans near the coast get polluted?
4. How does an adult flamingo eat?
5. Name at least three ways that water lilies and turtle grass are the same.

## G WRITING

**Write a passage that describes the first few months of a flamingo's life.**

Use details from the article to answer these questions in your passage:

1. How do the flamingo's parents prepare for its birth?
2. Who takes care of the baby flamingo at first? How?
3. Who does the flamingo spend time with after it leaves the nest?
4. When does the flamingo learn how to swim and eat like an adult?
5. What happens during the dry season?

**Write at least six sentences.**

END OF LESSON 79

# Reading Lesson 79

# STUDENT WORKBOOK

Name \_\_\_\_\_

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## A STORY DETAILS

### Work the items.

- The young sea turtles in the article settle near the state of \_\_\_\_\_.
- The process that begins with turtle eggs hatching and ends with a turtle laying eggs is called the turtles life \_\_\_\_\_.  
a. circle    b. cycle    c. cyclone
- In which direction do rhizomes grow?  
a. horizontal    b. vertical  
c. circular
- What grows up along a rhizome?  
a. new shoots    b. more rhizomes  
c. water
- What part of the turtle grass plant makes it possible for turtle grass to produce seeds?  
a. roots    b. leaves    c. flowers
- What process does turtle grass depend on to grow?  
a. photography    b. photofinishing  
c. photosynthesis
- What is one way that sea turtles and flamingos are alike?  
a. They are both reptiles.  
b. They both lay eggs.  
c. They both have feathers.

- What do flamingos do during the dry season?  
a. lay eggs  
b. move to a new area to find food  
c. learn to swim
- Turtle grass and water lilies provide food and \_\_\_\_\_ for small animals.  
a. shelter    b. water    c. warmth

## B VOCABULARY

### Complete each sentence with the correct word.

horizontally    polluted    typically  
lumbered    rhizome  
photosynthesis    settle

- A \_\_\_\_\_ is a plant stem that grows in a horizontal line.
- Plants get energy from the sun through \_\_\_\_\_.
- No plants or animals could live in the \_\_\_\_\_ water.
- The family decided to \_\_\_\_\_ in a small town.
- Rockets go into the air vertically, but cars go down the road \_\_\_\_\_.
- The elephants \_\_\_\_\_ across the wide plains.

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## C SEQUENCING

### Number the events in the correct sequence. The first event has already been numbered.

- 1 A turtle lumbers up a beach until it reaches dry sand.  
\_\_\_\_\_ The turtle goes back to the ocean.  
\_\_\_\_\_ The turtle covers eggs with sand.  
\_\_\_\_\_ The turtle digs a hole with its flippers.  
\_\_\_\_\_ The turtle deposits eggs into a hole.

## D TEXT STRUCTURE

### Work the items.

- A. The mother green sea turtle has finally lumbered all the way up the beach to the dry sand. She digs a hole in the sand with her flippers. Then she deposits more than a hundred round, white eggs into the hole. She thrashes her flippers again, covering the eggs with sand. Exhausted from her task, she drags herself back to the ocean.
1. Which main text structure does paragraph A use?  
a. cause and effect  
b. comparison  
c. problems and solution  
d. sequence of events

B. Sea grasses have roots, leaves, and flowers, just like many land plants. Sea grass flowers are small and delicate. The flowers make it possible for sea grass to produce seeds, which grow into plants the same way grass grows from seeds in a garden. So turtle grass can spread by producing seeds and by producing rhizomes.

2. Which main text structure does paragraph B use?  
a. cause and effect  
b. comparison  
c. problems and solution  
d. sequence of events

C. Not all of the coastal areas in Florida are this clean and healthy. Some areas are polluted because people have dumped garbage or oil into the water. Neither turtle grass nor turtles grow well in these polluted areas.

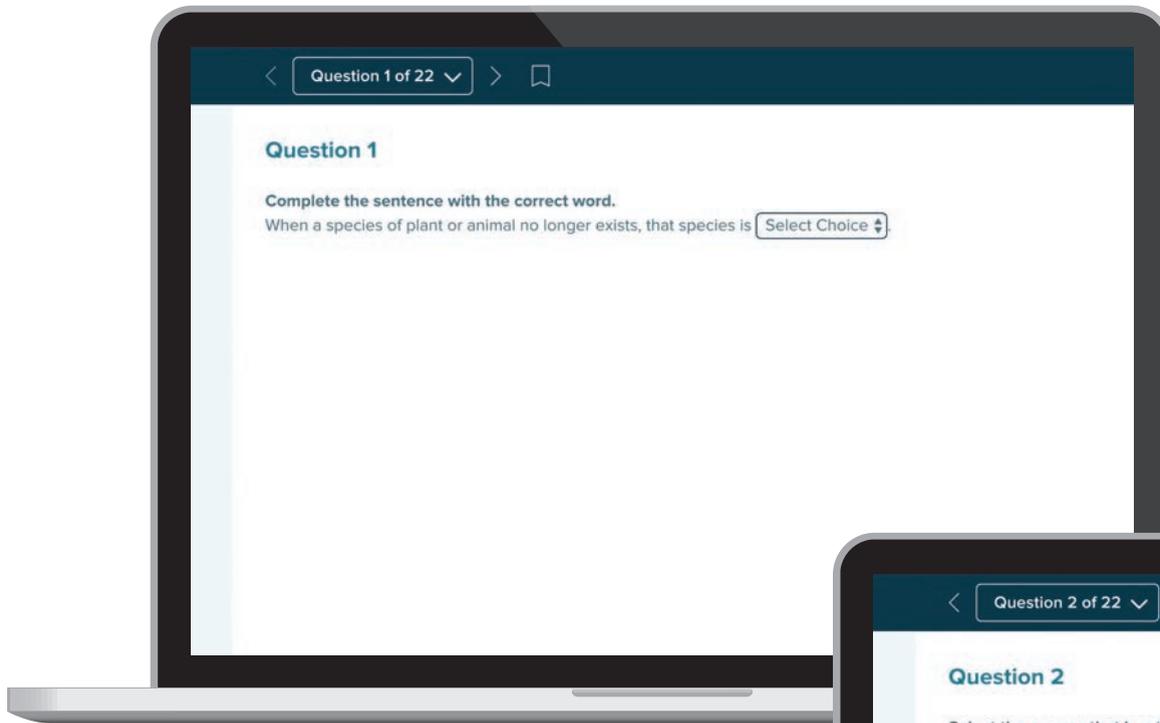
3. Which main text structure does paragraph B use?  
a. cause and effect  
b. comparison  
c. problems and solution  
d. sequence of events

GO TO PART E IN YOUR TEXTBOOK

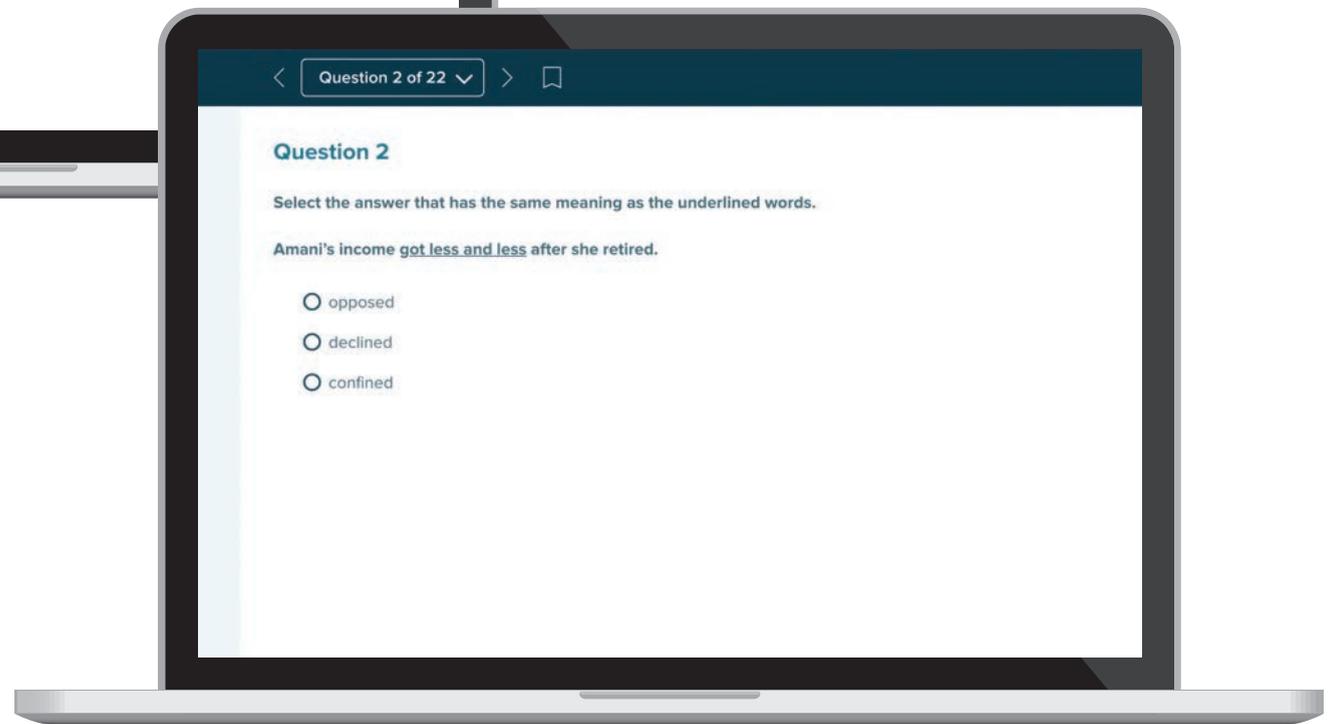
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# Reading Mastery Test 8

# STUDENT ASSESSMENT



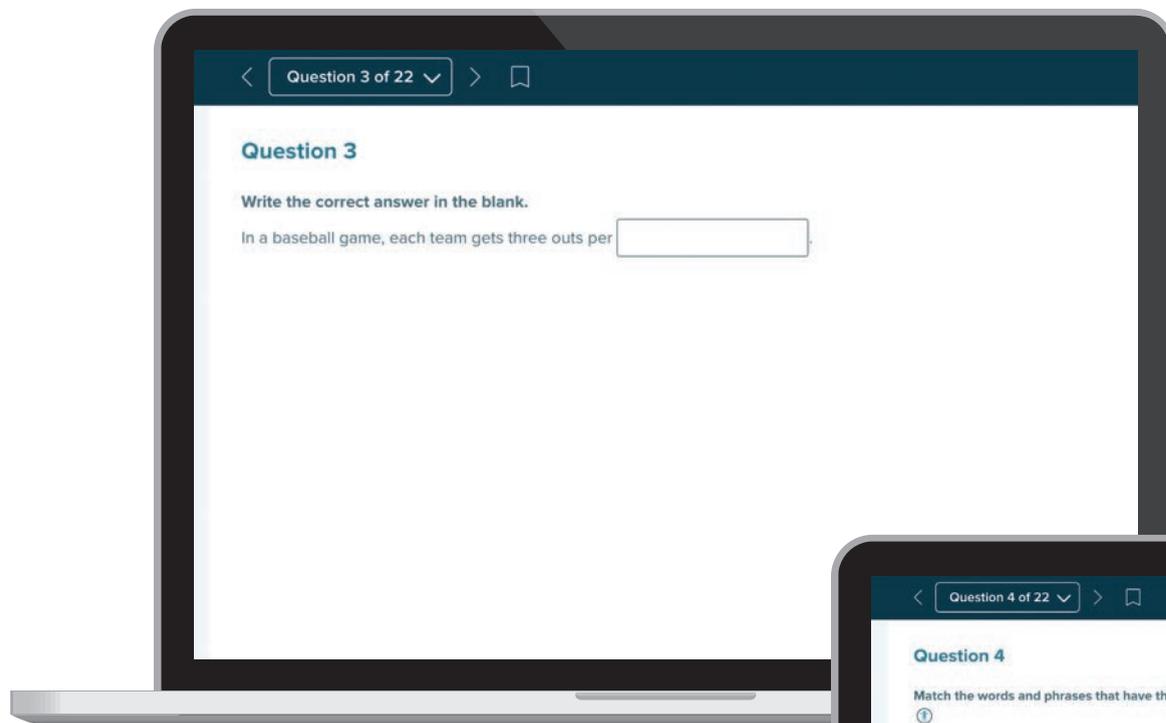
Cloze



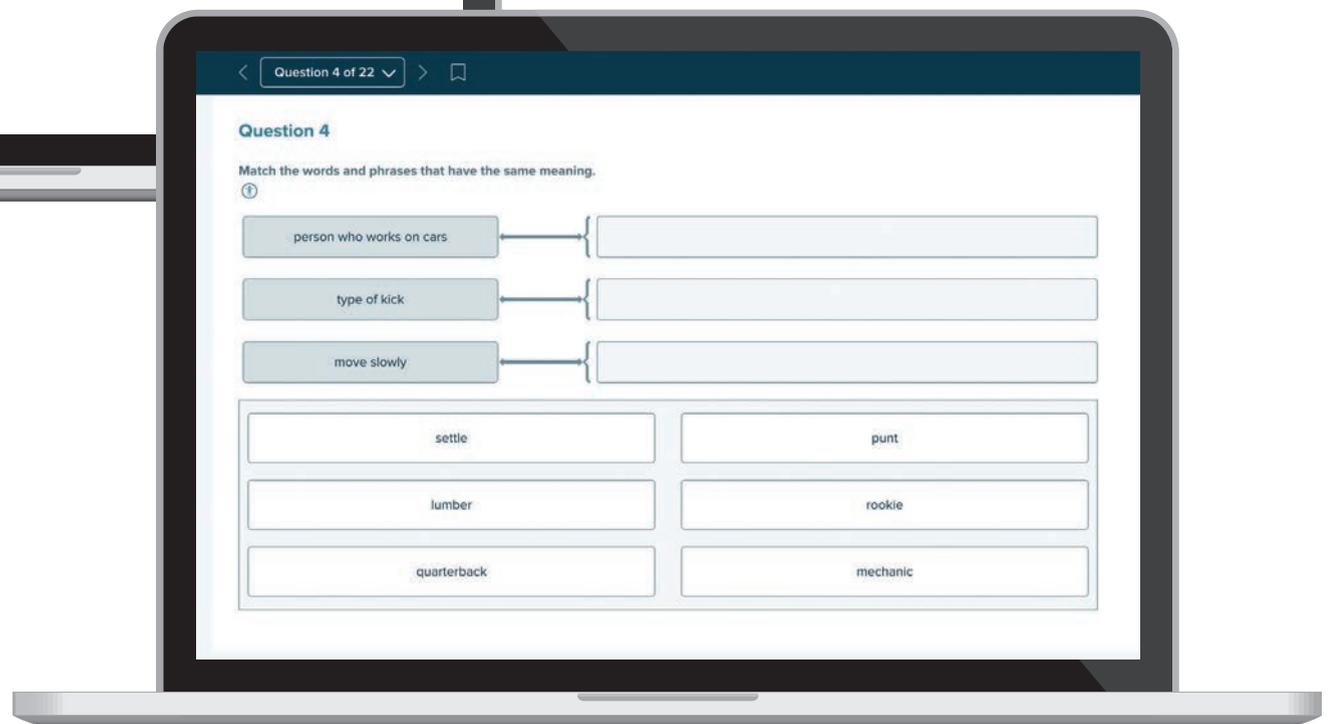
Multiple Choice

# Reading Mastery Test 8

# STUDENT ASSESSMENT



Fill in the Blank



Matching



< Question 5 of 22 > 

### Question 5

Select the correct answer.

Photosynthesis is a process in which plants use \_\_\_ to make food for the plant.

- fertilizer
- sunlight
- water

Multiple Choice

< Question 6 of 22 > 

### Question 6

Select the answer that has the same meaning as the underlined word.

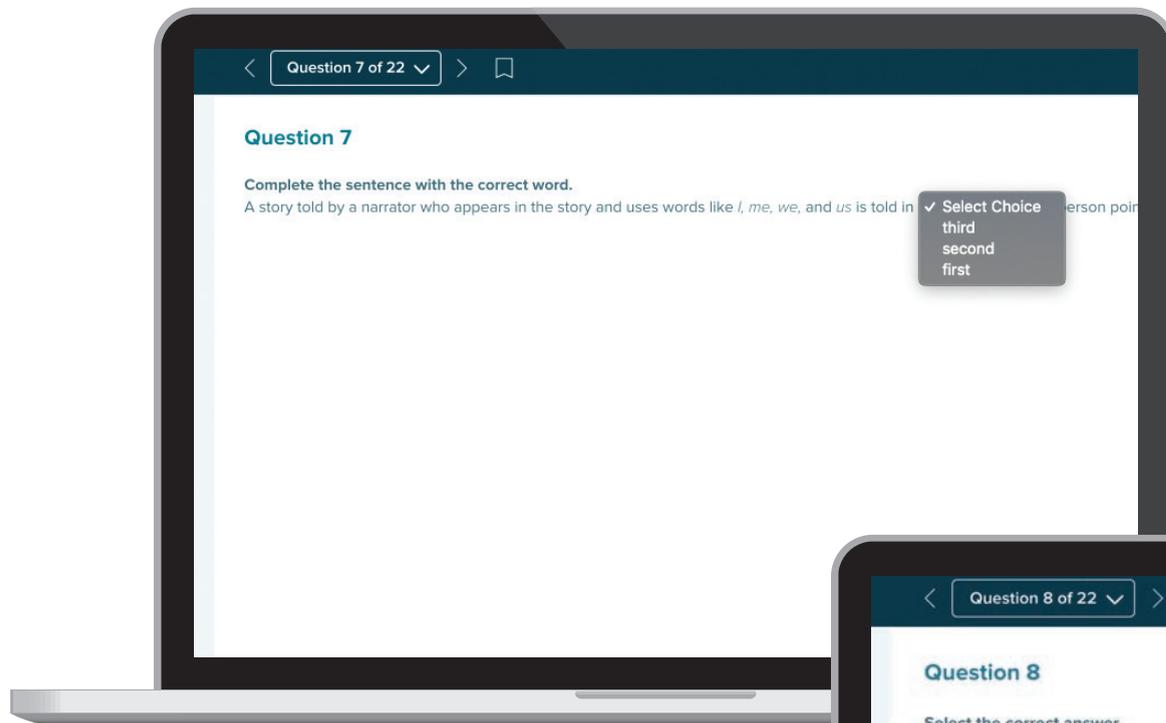
Children typically sleep eight hours a night.

- usually
- rarely
- horizontally

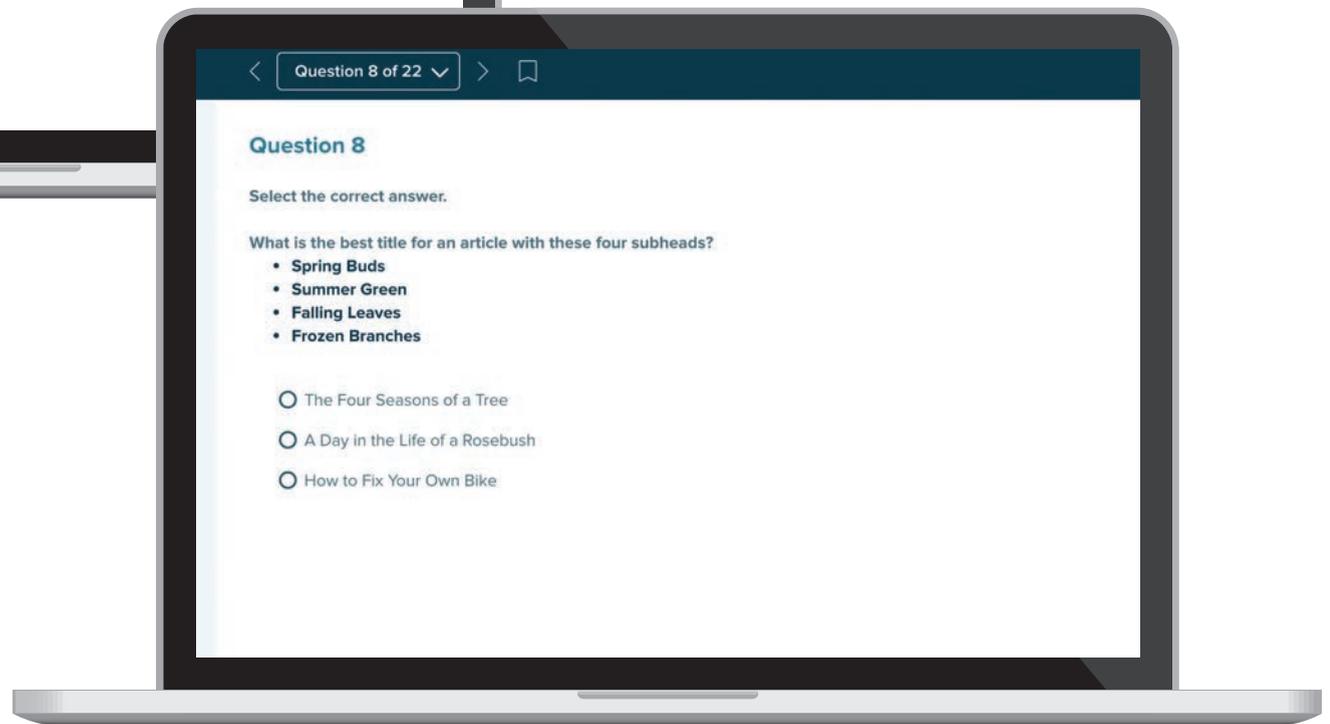
Multiple Choice

# Reading Mastery Test 8

# STUDENT ASSESSMENT



Cloze



Multiple Choice



Question 9 of 22

### Question 9

Read the passage and answer the following question.

Read the passage and select the correct answer.

Hunters have reduced orangutan populations. Orangutans are killed for meat or are taken from the forest to be sold as pets. But the greatest threat to their survival is the loss of their rain forest homes. Orangutans once lived in rain forests ranging from southern China to the island of Java. Now they are confined to rain forests on just two islands, Borneo and Sumatra. Unfortunately, the forests on these islands are being cut down for timber or burned for farmland. Shrinking areas of forest support fewer and fewer orangutans.

Which two text structures does the passage use?

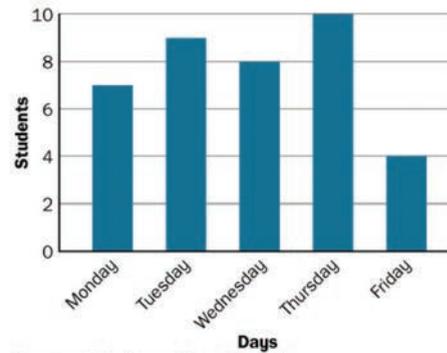
- cause and effect
- comparison
- problem and solution
- sequence of events

Multiple Choice

### Question 10

Study the graph and answer the question.

Number of Students Late for School



How many students were late on Monday?

50 characters remaining

Extended Response

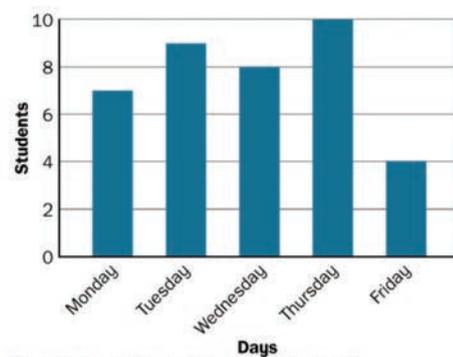
# Reading Mastery Test 8

# STUDENT ASSESSMENT

## Question 11

Study the graph and answer the question.

**Number of Students Late for School**



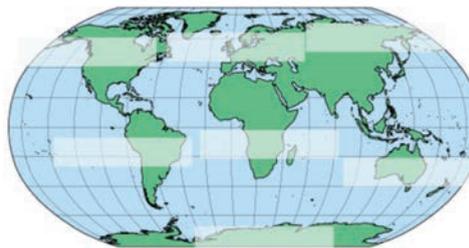
On which day were the most students late for school?

1 word remaining

Extended Response

## Question 12

Drag and drop the labels to the correct places on the map.



Africa

Antarctica

Asia

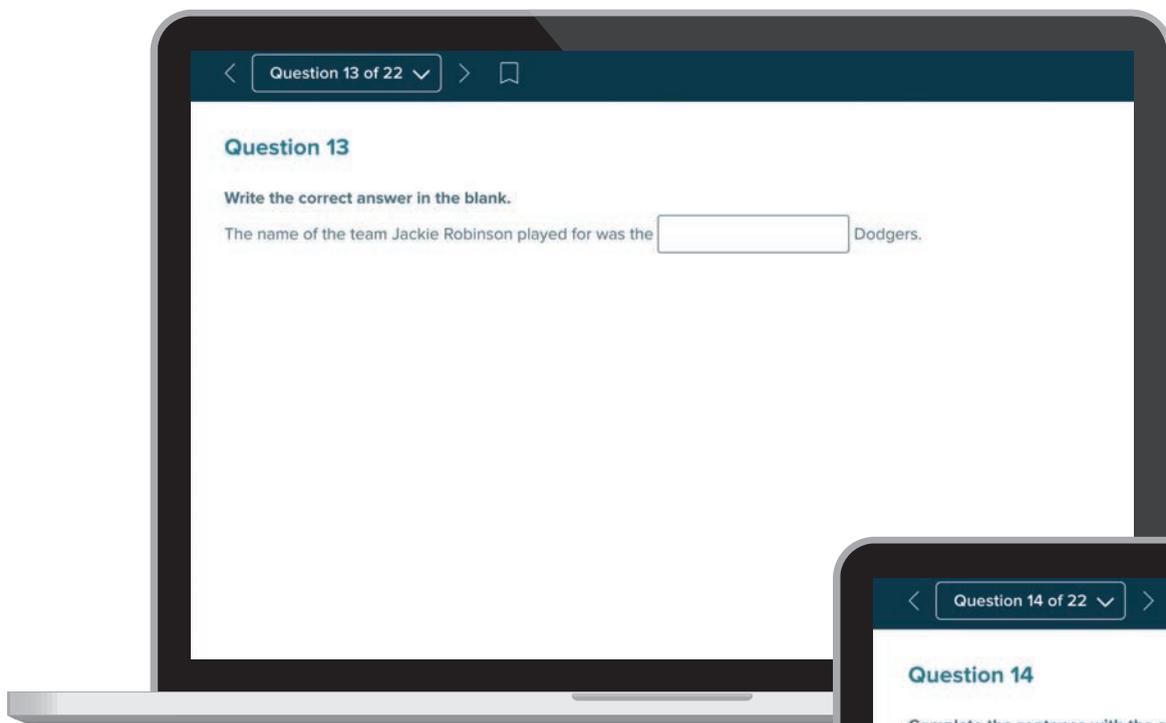
Australia

Europe

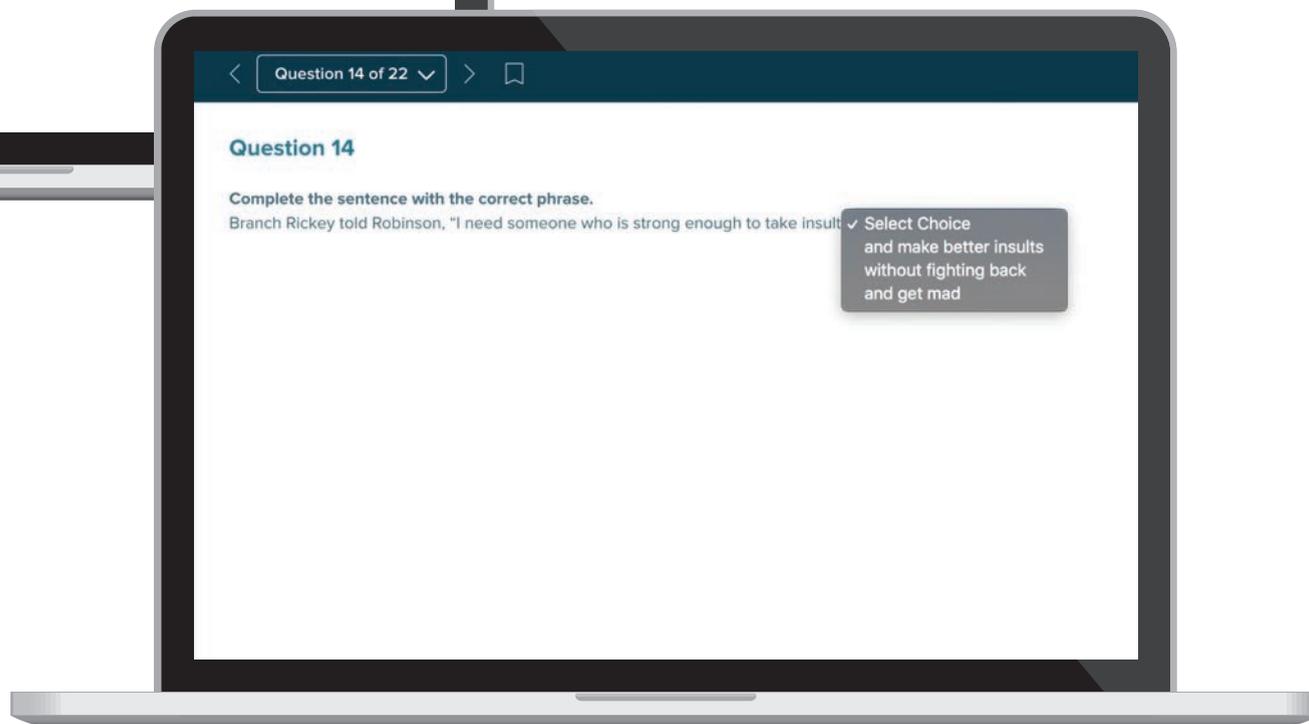
North  
America

South  
America

Drag and Drop



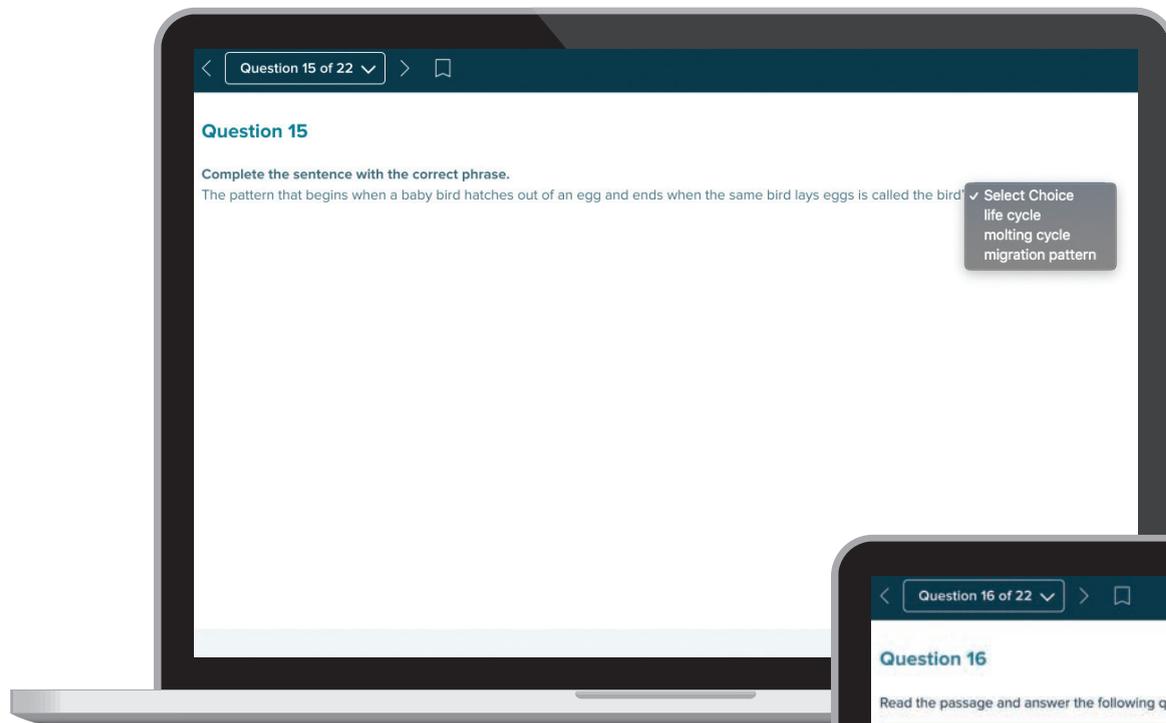
Fill in the Blank



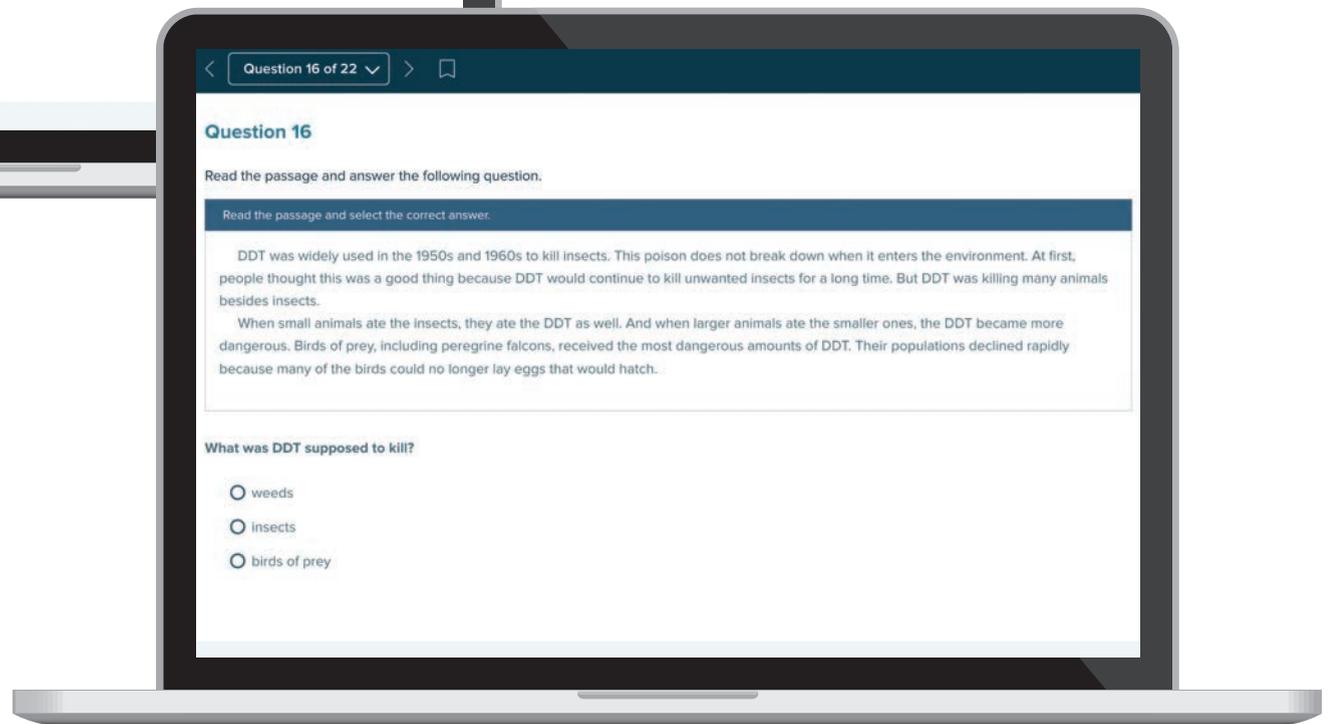
Cloze

# Reading Mastery Test 8

# STUDENT ASSESSMENT



Cloze



Multiple Choice



< Question 17 of 22 >

### Question 17

Read the passage and answer the following question.

Review the passage and complete the sentence with the correct word.

DDT was widely used in the 1950s and 1960s to kill insects. This poison does not break down when it enters the environment. At first, people thought this was a good thing because DDT would continue to kill unwanted insects for a long time. But DDT was killing many animals besides insects.

When small animals ate the insects, they ate the DDT as well. And when larger animals ate the smaller ones, the DDT became more dangerous. Birds of prey, including peregrine falcons, received the most dangerous amounts of DDT. Their populations declined rapidly because many of the birds could no longer lay eggs that would hatch.

Birds of prey are birds that

- Select Choice
- eat only plants
- cannot fly
- hunt other animals

Cloze

< Question 18 of 22 >

### Question 18

Read the passage and answer the following question.

Read the passage and select the correct answer.

When the United States finally banned the use of DDT in 1972, there were no American peregrines left in the eastern United States except in zoos. The falcon population in western states was also greatly reduced. Breeding programs were begun to save the falcons from extinction.

In the East, baby falcons in zoos were carefully raised so they would be able to survive in the wild. People used falcon-shaped puppets to feed the baby falcons so the birds would learn to expect food from other falcons, not from people. Raising falcons to live outside zoos was a difficult task, but by 1980, the birds were successfully released into the wild.

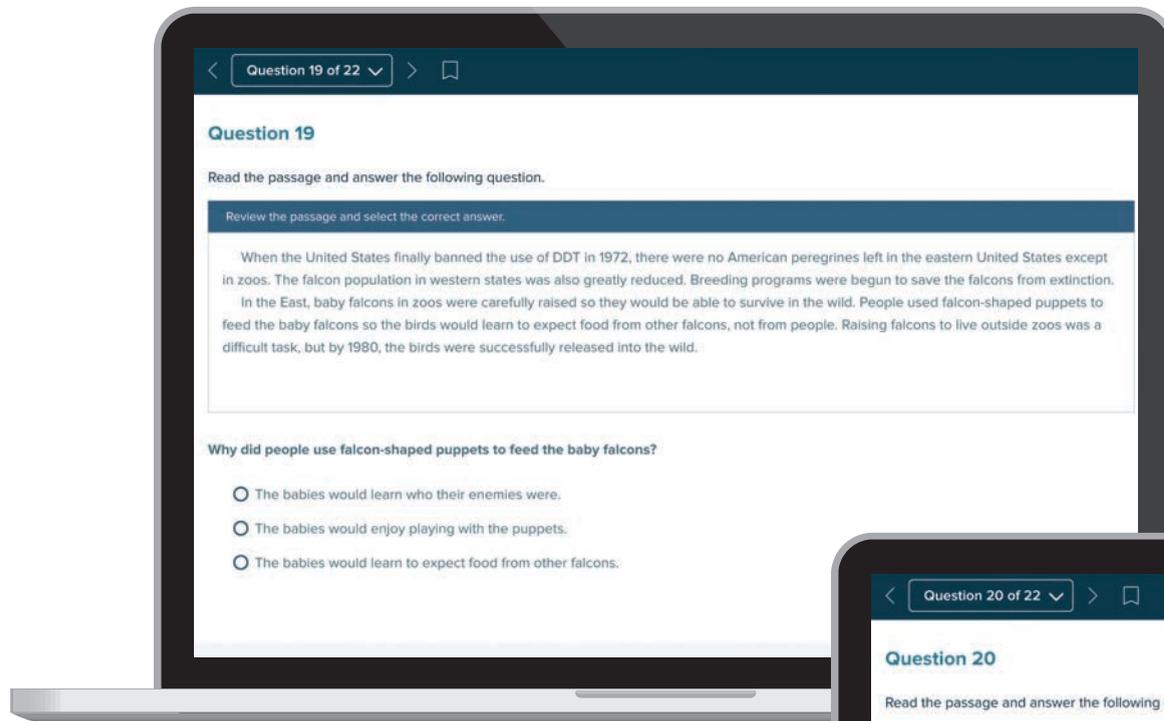
What would have happened if peregrine falcons had gone extinct?

- Only a few peregrine falcons would live in the wild.
- The population of peregrine falcons would increase.
- Peregrine falcons would cease to exist.

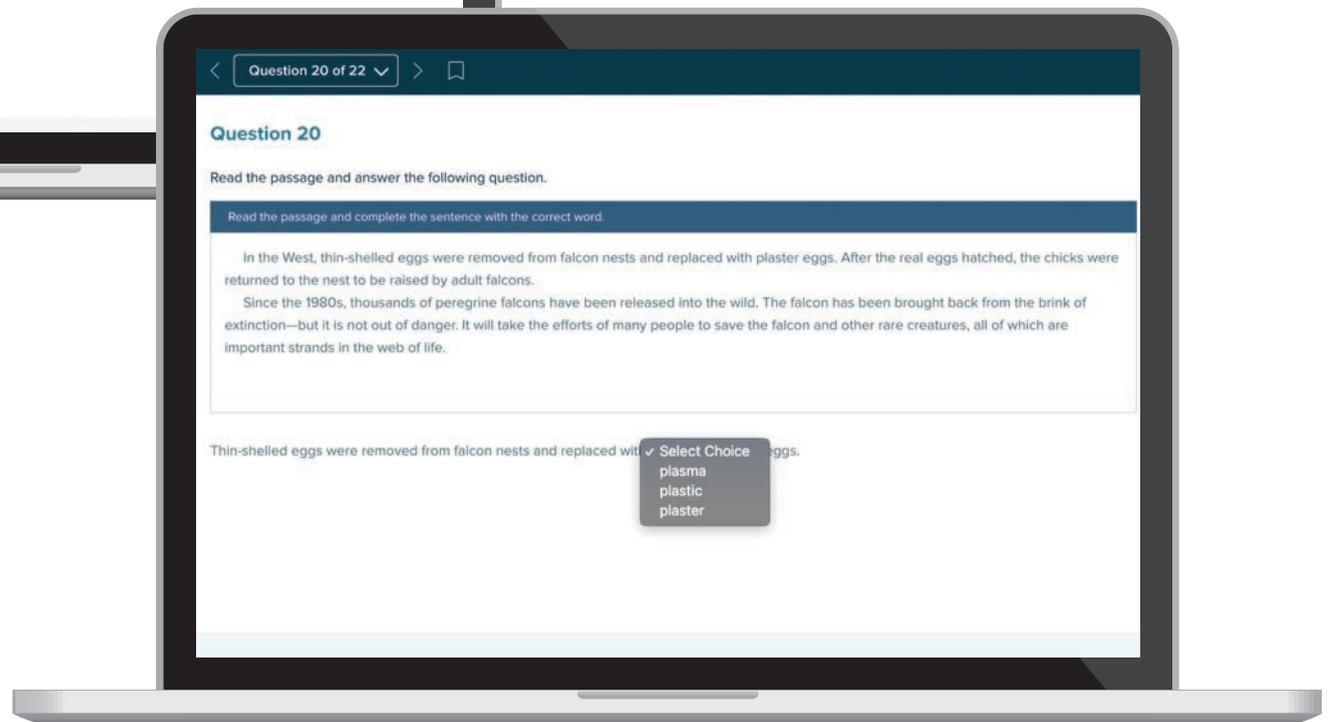
Multiple Choice

# Reading Mastery Test 8

# STUDENT ASSESSMENT



Multiple Choice



Cloze—Select Choice



Question 21 of 22

### Question 21

Read the passage and answer the following question.

Review the passage and select the correct answer.

In the West, thin-shelled eggs were removed from falcon nests and replaced with plaster eggs. After the real eggs hatched, the chicks were returned to the nest to be raised by adult falcons.

Since the 1980s, thousands of peregrine falcons have been released into the wild. The falcon has been brought back from the brink of extinction—but it is not out of danger. It will take the efforts of many people to save the falcon and other rare creatures, all of which are important strands in the web of life.

The article says that falcons were brought back from the “brink of extinction.” What does *brink* mean in that sentence?

- big rink
- corner
- edge

Multiple Choice

Read the passage and answer the following question.

Review the entire passage and select the correct answer.

DDT was widely used in the 1950s and 1960s to kill insects. This poison does not break down when it enters the environment. At first, people thought this was a good thing because DDT would continue to kill unwanted insects for a long time. But DDT was killing many animals besides insects.

When small animals ate the insects, they ate the DDT as well. And when larger animals ate the smaller ones, the DDT became more dangerous. Birds of prey, including peregrine falcons, received the most dangerous amounts of DDT. Their populations declined rapidly because many of the birds could no longer lay eggs that would hatch.

When the United States finally banned the use of DDT in 1972, there were no American peregrines left in the eastern United States except in zoos. The falcon population in western states was also greatly reduced. Breeding programs were begun to save the falcons from extinction.

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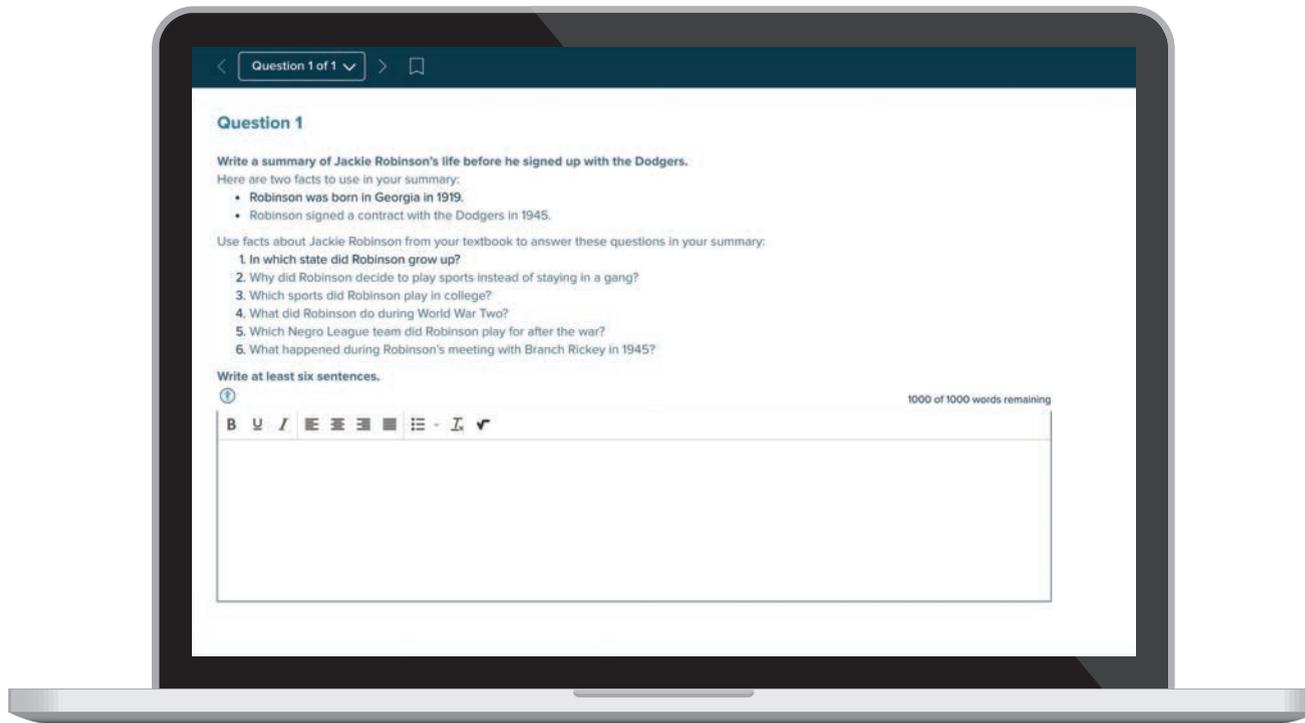
What is the main idea of the passage?

- Peregrine falcons were laying eggs that did not hatch.
- Peregrine falcons ate DDT because they are birds of prey.
- Peregrine falcons were dying because of DDT, but they were saved.

Multiple Choice

# Reading Mastery Test 8

# STUDENT ASSESSMENT



Essay



# Language Arts Lesson 95

# TEACHER EXPERIENCE

- Who is Toby Laxton? (Call on a student.) [Idea: *A middle school student at Cougarville Middle School.*]  
Does Laxton name any good things about doing homework?  
(Call on a student.) *No.*  
Does Laxton name any bad things about doing homework?  
(Call on a student.) *Yes.*  
Does he think all homework is bad? (Call on a student.) [Ideas: *Not necessarily. He thinks too much homework is bad.*]  
What are reasons he gives to support his opinion that too much homework is not good?  
(Call on a student.) [Ideas: *It is frustrating; students give up on school out of frustration; students practice wrong answers and don't learn anything.*]  
According to Laxton, what kind of homework is not good? (Call on a student.) [Ideas: *Homework that requires students to learn new material. Homework that students end up getting wrong because they don't understand it.*]
- I'll read source 2. Follow along: "The Overall Effectiveness of Homework," by Sadie Thomas, University of the Coast.

Three types of studies have examined the effects of homework on academic achievement. One type of study compares students who receive homework as with students who don't receive any homework. These studies show that home high school students had twice the positive effect that homework for middle school students has and four times the effect that homework for elementary students

## Exercise 1

Discussion of Sources Prior to Writing

Develop and strengthen writing by discussing, planning, revising, and editing by collaboration with peers.

- For your plan, you'll first write your opinion statement, then list reasons to support your opinion. Later, when you write your opinion paper, you'll explain those reasons and report evidence. In your plan, just briefly list the reasons supporting your opinion.  
Your opinion statement starts with the words **I think that** or **I believe that**, and you tell the main thing you think or believe.
- Look at the ideas for opinion statements.  
Read statement 1. (Signal.) *I think that children should not start doing homework until age 10.*  
Read statement 2. (Signal.) *I believe that children in grade 4 should have no more than one hour of homework every night.*  
Read statement 3. (Signal.) *I think that no one should have to do homework.*
- Your turn. Write a sentence that tells what you think about homework.  
Remember to start your sentence with **I think that** or **I believe that**. Don't forget the word **that**.  
(Observe students and give feedback.)
- Now briefly list different reasons to support your opinion. You can take information for your reasons from the sources. Or you can list other reasons. You have 2 minutes.  
(Observe students and give feedback.)
- (After about 2 minutes.)

## Exercise 1

Develop Writing Plan

- Now briefly list different reasons to support your opinion. You can take information for your reasons from the sources. Or you can list other reasons. You have 2 minutes.  
(Observe students and give feedback.)
- (After about 2 minutes.)  
Now share your reasons with your partner. Take turns sharing and ask questions about the reasons. Tell what information you will use to support your reasons when you write your opinion paper. Get into the details that you will use to explain and support your reasons. You may change your plan as you discuss it with your partner. You have 5 minutes.  
(Observe students and give feedback.)
- (After about 5 minutes.)  
I'll call on students to read their plan.  
(Call on several students. Praise plans that begin with a good opinion statement and provide distinctly different reasons that support that opinion statement.)
- Now you're going to write your opinion paper. Read the checks you'll use.  
**Check M.** (Signal.) *Did you state your main idea in the first sentence and in the conclusion?*  
When you wrote informative articles, you wrote the main idea in the introduction and the conclusion. When you write your opinion, you will state your opinion in the

Develop and strengthen writing by discussing, planning, revising, and editing by collaboration with peers.

### Exercise 1

#### Write and Collaborate

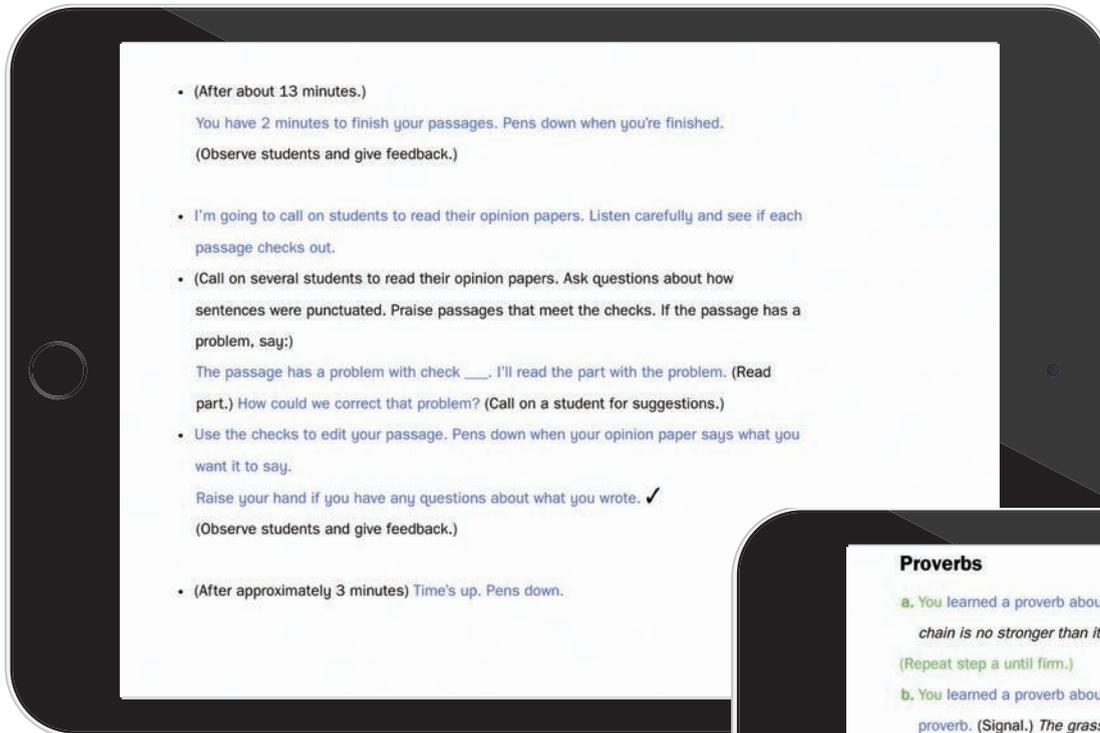
- Now you're going to write your opinion paper. Read the checks you'll use.  
**Check M.** (Signal.) *Did you state your main idea in the first sentence and in the conclusion?*  
When you wrote informative articles, you wrote the main idea in the introduction and in the conclusion. When you write your opinion, you will state your opinion in the first sentence and again in the conclusion. In the introduction, you might add to your opinion statement a statement about the number of reasons you are going to give. In your conclusion, you might summarize the reasons you gave for your opinion.  
**Check CS.** (Signal.) *Did you write complete sentences that are correctly punctuated?*  
**Check P.** (Signal.) *Did you write more than one paragraph?*  
You should have at least one paragraph for each reason.  
**Check So.** (Signal.) *Did you tell the source for details you use?*  
You know how to cite your source. You write, **according to**, and give the last name of the author who gave you that information. If you use an author's exact words, you'll need to put quote marks around those words.  
**Check O.** (Signal.) *Did you use your own sentences?*  
**Check S.** (Signal.) *Did you correctly spell all the words that are given?*  
Write your opinion paper. You have about 15 minutes. Pens down when you're finished.  
(Observe students and give feedback.)
- (After about 13 minutes.)

### Exercise 1

#### Edit and Check

# Language Arts Lesson 95

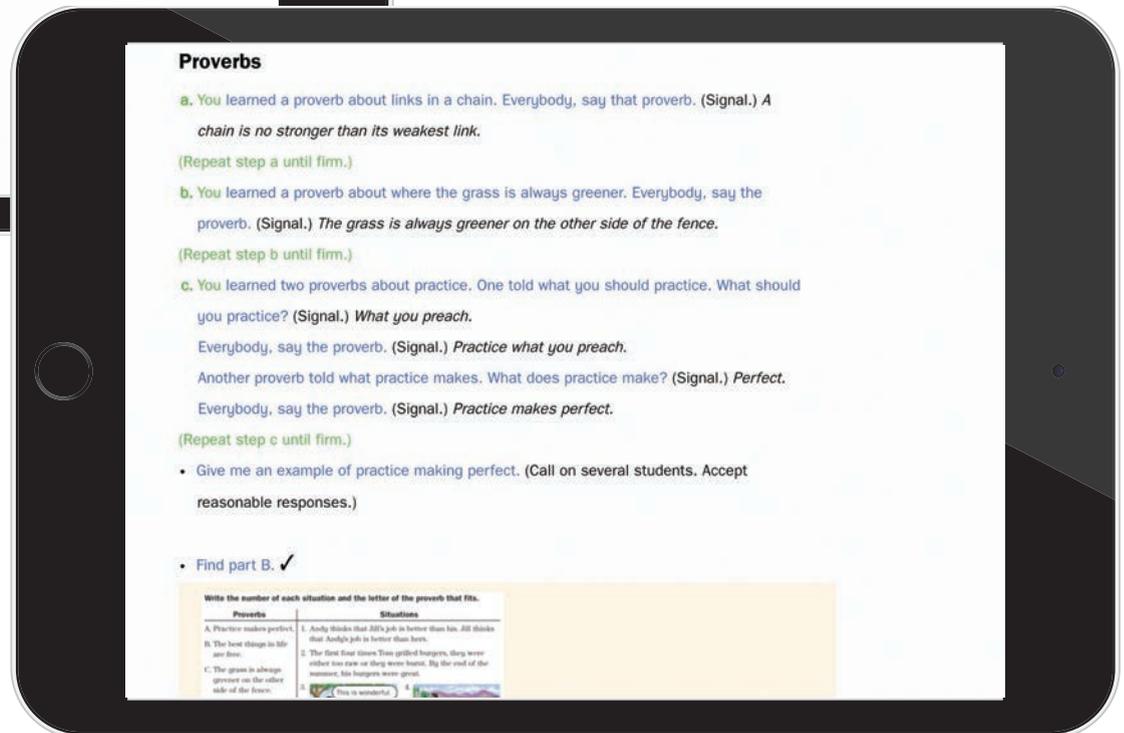
# TEACHER EXPERIENCE



**Exercise 1**  
Shared Writing and Feedback

Develop and strengthen writing by discussing, planning, revising, and editing by collaboration with peers.

Demonstrate understanding of figurative language.



**Exercise 2**

Apply mechanics.

### Use Comma Before Coordinating Conjunction

- Find part C. ✓

Write combined sentences for all the items.

**Item** = The dog was small, but it was very tough.  
I can go to the store, or I can watch TV.  
Mr. Green runs every morning, and he walks every evening.

- We went on vacation. We had a wonderful time.
- Clarence cleaned the car above. He forgot to lock it.
- The dog has to be leashed. He will lose the small carrier.
- Roberto worked on the car all day. The car still did not run.

- You are going to write **combined** sentences. What kind of sentences? (Signal.) *Combined*.

Remember, these sentences start with a capital. What takes the place of the period at the end of the first sentence? (Signal.) *A comma*.

What are the three joining words that follow the comma? (Signal.) *And, but, or*.

Yes, **and, but, or**.

- Write combined sentences for all the items. Pens down when you're finished.

(Observe students and give feedback.)

- Check your work.

- Item 1: **We went on vacation. We had a wonderful time.**

What's the best joining word? (Signal.) *And*.

Yes, **and**. Say the combined sentence. (Signal.) *We went on vacation, and we had a wonderful time.*

Yes, **capital W**, We went on vacation, **comma**, and we had a wonderful time. **Period**.

### Exercise 3

# Language Arts Lesson 95

# STUDENT TEXTBOOK

95

## A PLAN AND WRITE AN OPINION WITH SUPPORTING EVIDENCE

**Question:** What is your opinion about homework?

**Source 1**

### **Too Much Homework, Not Enough Time** *by Toby Laxton, Cougarville Middle School*

In my opinion, middle school students have too much homework. With the current emphasis on passing standards, teachers are trying to get us to learn more by doing more homework. There are many problems with having too much homework. Teachers often have students learning material at home that was not discussed in class at all. The teacher reasons that there isn't enough time to cover all the material necessary for the standards, so lots of homework is necessary. That means students end up learning from a piece of paper instead of from an actual human being. The teacher is better to learn from because the teacher can see when students don't understand and can explain the concepts better than a piece of paper can. All the time students spend on homework is often wasted, because it is time spent in frustration, misunderstanding, and writing down wrong answers.

Another problem with too much homework is that many students just simply give up and don't do the homework. Consequently, their grades go down, and they just quit school, even if they still attend classes because their parents and the system force them to attend. They quit mentally.

The amount of homework that teachers give is often ridiculous and accomplishes nothing. Homework doesn't mean that students learn more. Many students end up with lower grades, more frustration, more hatred of school, and less desire to further their education.

**Source 2**

### **The Overall Effectiveness of Homework** *by Sadie Thomas* **University of the Coast**

Three types of studies have examined the effects of homework on academic achievement. One type of study compares students who receive homework assignments with students who don't receive any homework. These studies show that

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homework for high school students had twice the positive effect that homework for middle school students has and four times the effect that homework for elementary students has.

Another type of study compares homework to in class supervised study. For elementary students, in class study results in better achievement. The supervision by teachers who know the expectations makes in class supervised study much more effective than homework.

The third type of study compares the amount of homework students report doing with their achievement scores. For students in elementary grades, doing more homework made no difference in grades. For middle or junior high students, doing more homework made only a small difference, with students who do more homework getting only slightly better grades. For high school students, doing more homework helped improve grades a moderate amount.

In conclusion, homework is more effective for students in high school. For middle school and especially for elementary students, homework has little or no value.

**Source 3**

### **Effective Homework Assignments** *by Dr. Elsworth Higgins* **Big Town College**

Homework can have positive or negative effects on learning. The amount of time spent on homework is less important than the quality of the homework. Shorter and more frequent homework assignments are more effective than longer but fewer assignments. Assignments that involve review are more effective than assignments that cover only material taught in class that day.

Older students and students doing well in school gain more by doing homework. Students who are struggling need more support when doing independent work, so homework for them is not a good idea. Homework policies should give individual teachers the flexibility to take into account the unique needs and circumstances of their students to maximize positive effects and minimize negative ones.

**Planning Your Opinion Paper:**

**Opinion Statement**

Reason 1

Reason 2

Reason 3

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**Here are some ideas for opinion statements:**

1. I think that children should not start doing homework until age 10.
2. I believe that children in grade 4 should have no more than one hour of homework every night.
3. I think that no one should have to do homework.

**Check M:** Did you state your main idea in the first sentence and in the conclusion?

**Check CS:** Did you write complete sentences that are correctly punctuated?

**Check P:** Did you write more than one paragraph?

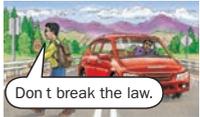
**Check So:** Did you tell the source for details you use?

**Check O:** Did you use your own sentences?

**Check S:** Did you correctly spell all the words that are given?

M     CS     P     So     O     S

**B Write the number of each situation and the letter of the proverb that fits.**

Proverbs	Situations
A. Practice makes perfect.	1. Andy thinks that Jill's job is better than his. Jill thinks that Andy's job is better than hers.
B. The best things in life are free.	2. The first four times Tom grilled burgers, they were either too raw or they were burnt. By the end of the summer, his burgers were great.
C. The grass is always greener on the other side of the fence.	3.  This is wonderful.
D. A chain is no stronger than its weakest link.	4.  Don't break the law.
E. The early bird catches the worm.	5. 
F. Practice what you preach.	6.  I get the front seat.

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**C Write combined sentences for all the items.**

**Hint =** The dog was small, but it was very tough.  
I can go to the store, or I can watch TV.  
Mr. Green runs every morning, and he walks every evening.

1. We went on vacation. We had a wonderful time.
2. Garrett closed the car door. He forgot to lock it.
3. The dog has to be fenced. He will bite the mail carrier.
4. Roberto worked on the car all day. The car still did not run.

**INDEPENDENT WORK**

**D Follow the appropriate outline diagram and write about the problem with Hilda's account.**

**Hilda's account:**

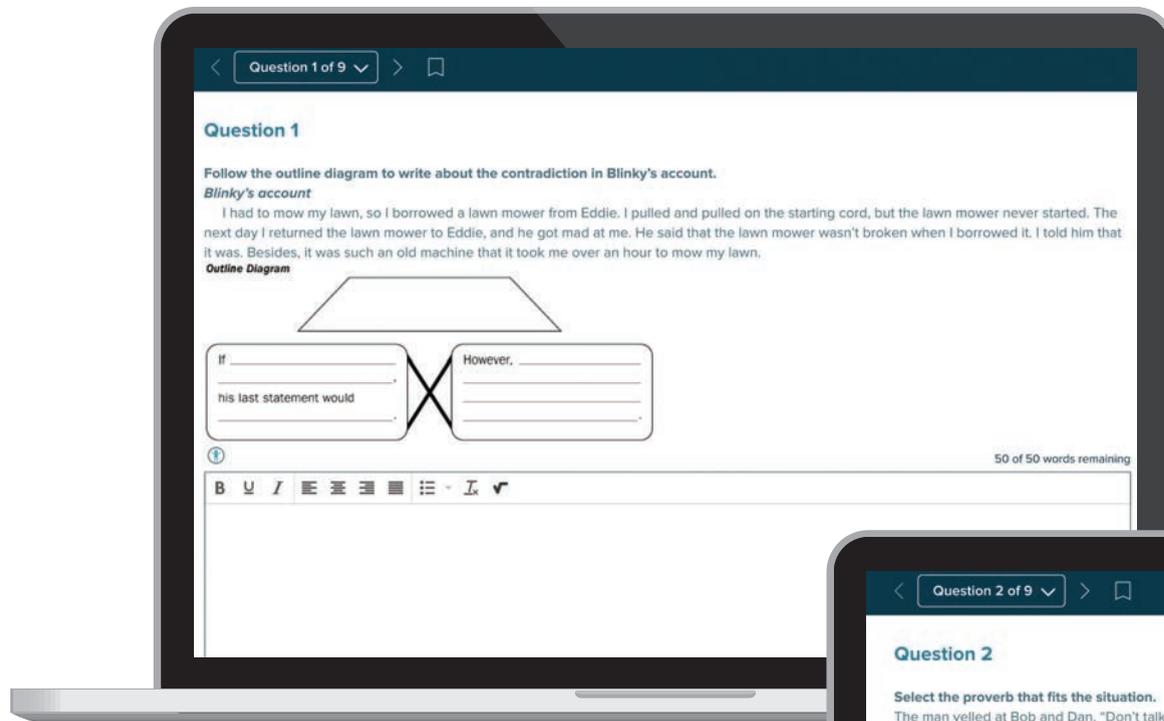
I have three sisters. All are older than I am. Ellen is the oldest. Diana is the youngest. She was very small when she was a baby. I remember seeing her just after she was born. She looked like a tiny doll. You would not believe how big she is now.

END OF LESSON 95

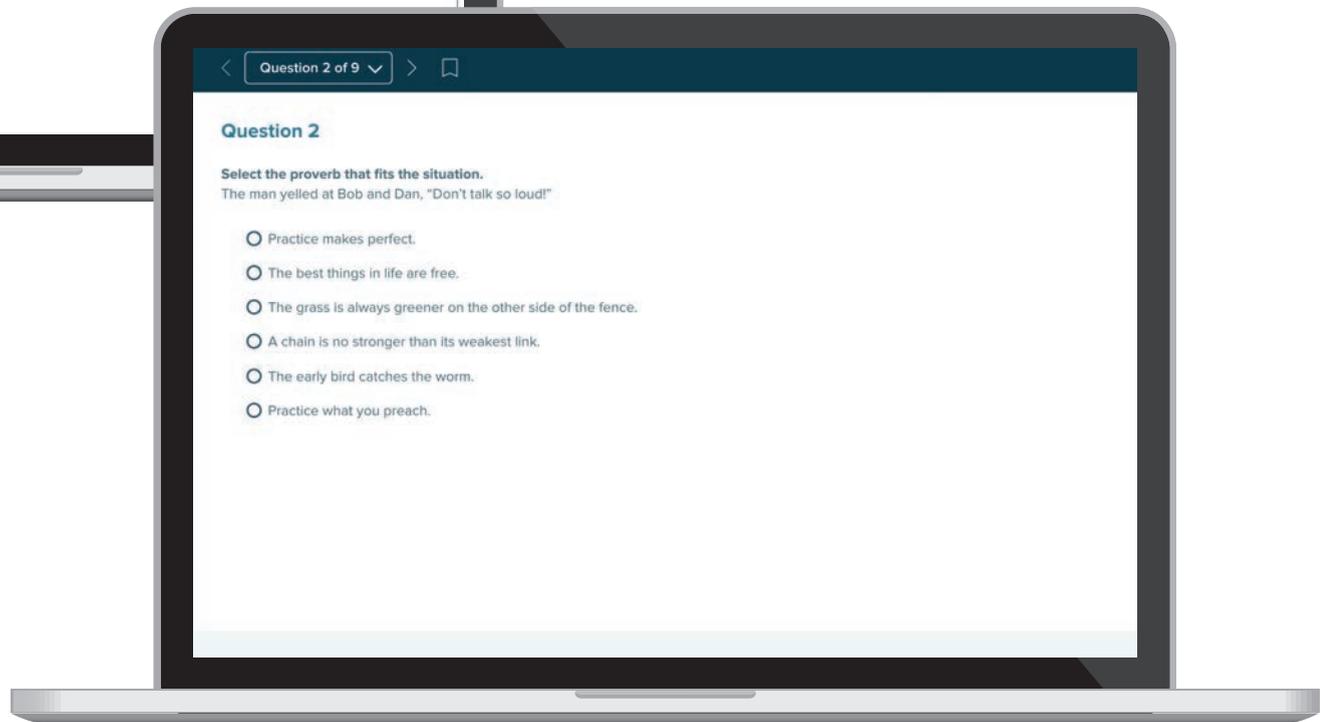
182 Lesson 95

# Language Arts Mastery Test 10

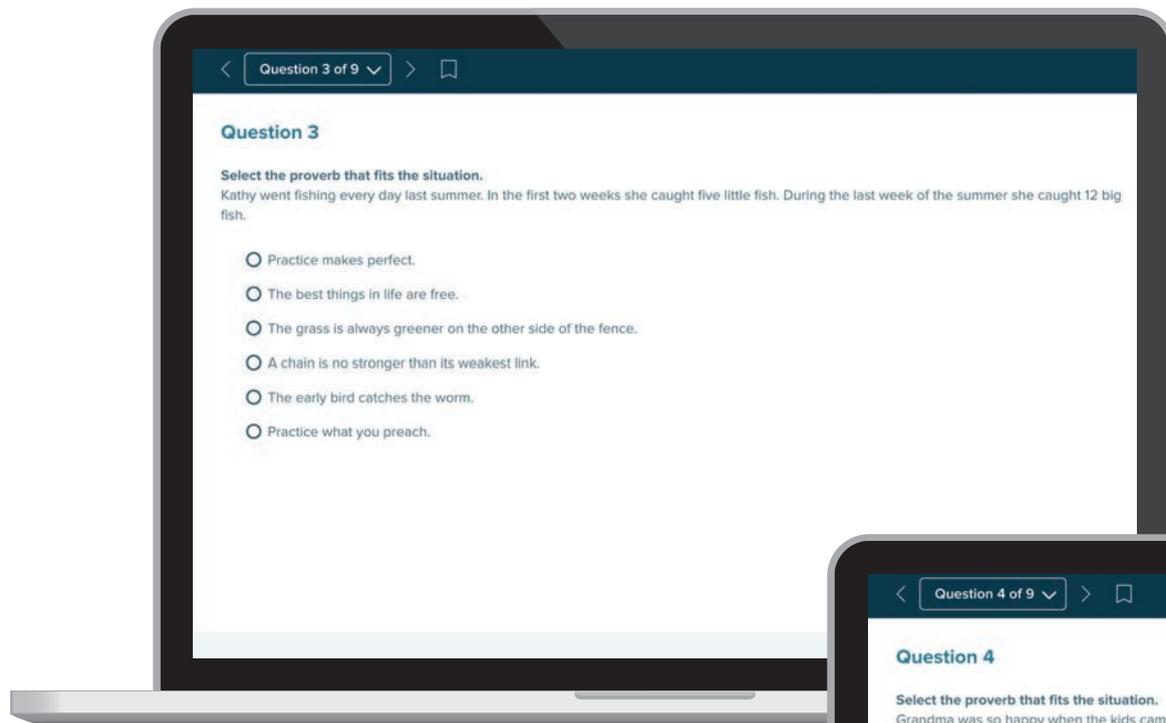
# STUDENT ASSESSMENT



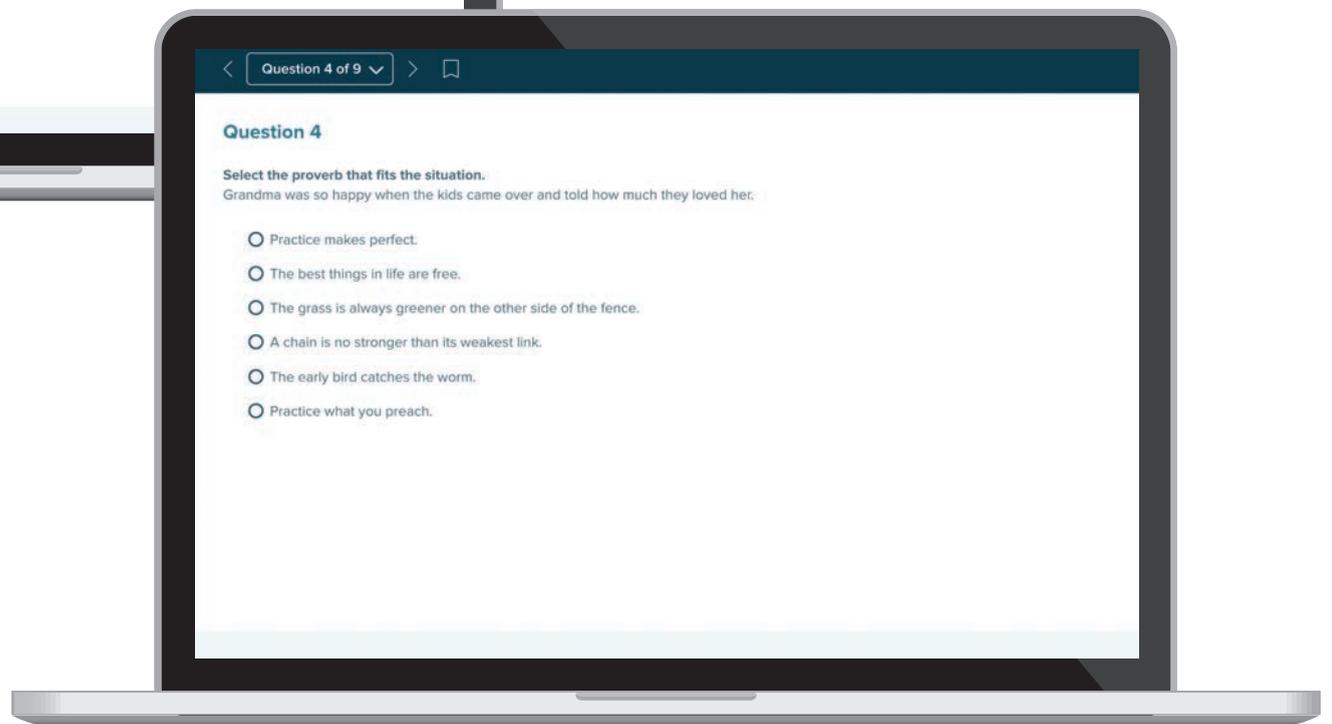
Essay



Multiple Choice



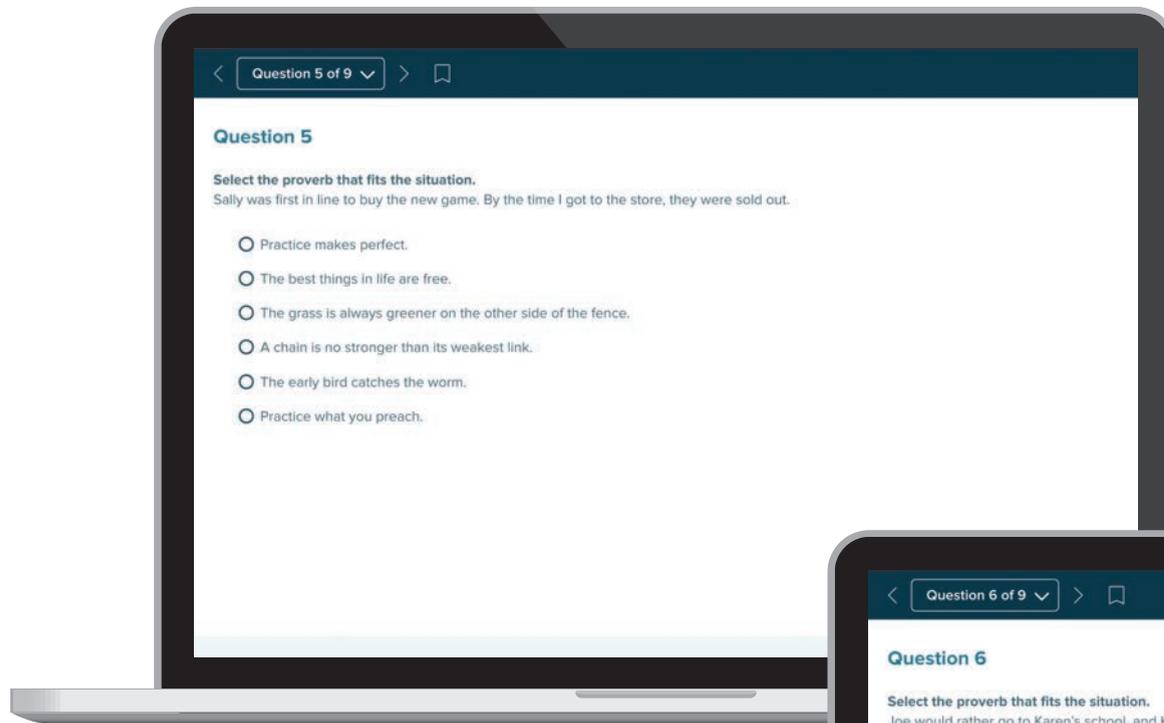
Multiple Choice



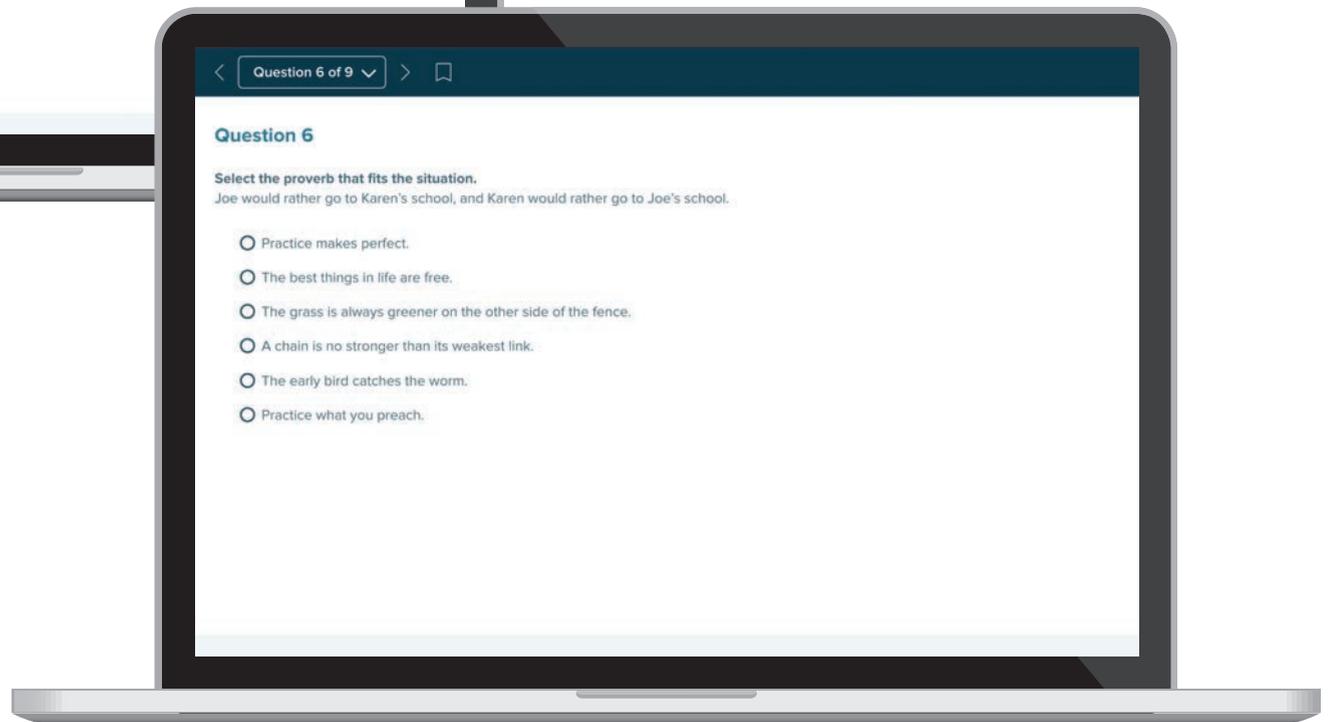
Multiple Choice

# Language Arts Mastery Test 10

# STUDENT ASSESSMENT



Multiple Choice



Multiple Choice



< Question 7 of 9 >

### Question 7

Select the proverb that fits the situation.



- Practice makes perfect.
- The best things in life are free.
- The grass is always greener on the other side of the fence.
- A chain is no stronger than its weakest link.
- The early bird catches the worm.
- Practice what you preach.

### Multiple Choice

< Question 8 of 9 >

### Question 8

Highlight each sentence that needs a comma. Remember, if the part after the joining word is a sentence it needs a comma.

1. The wind was strong and the trees were bent.
2. The day was cold but very sunny.
3. The dogs were running in a pack and the villagers were not concerned.
4. We saw some racing monster trucks and other noisy vehicles.
5. The clouds above were dark and made it hard to see.
6. We could swim in the pond or go to the city pool.
7. The children behaved well but the teacher yelled at them anyway.
8. She carried a heavy load but didn't complain.
9. His face was red and his eyes were bulging.
10. I'll take down the sign but not the posts.

### Highlight Sentence