

6th Grade English Language Arts

Core  CHOMP!

Taking small daily bites of challenging ELA Common Core standards.

**A Common Core-Based
Daily Bell Ringer**



ELA Core Plans

Teacher-Written Standards-Based Lesson Plans

Using Core Chomp in Google Slides

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We have put Core Chomps in sets of 10. This will allow you to send out Core CHOMP once every 10 days. Students can work on one of them each day, and at the end of the ten days, they can turn in that set to you in Google Classroom for a grade. Of course, if you would rather send out one Chomp a day, you can make a copy of the set and then delete all of the Chomps except for the one you would like to send.

The answer key is still in the zip file. It is not included in a Google format, so you may want to print it to have it handy.

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Chomp 1

THE HARE AND THE TORTOISE.

Said a hare to a tortoise, "Good sir, what a while
You have been only crossing the way;
Why I really believe that to go half a mile,
You must travel two nights and a day."
"I am very contented," the creature replied,
"Though I walk but a tortoise's pace,
But if you think proper the point to decide,
We will run half a mile in a race."
"Very good," said the hare; said the tortoise, "Proceed,
And the fox shall decide who has won,"
Then the hare started off with incredible speed;
But the tortoise walked leisurely on.
"Come tortoise, friend tortoise, walk on," said the hare,
"Well, I shall stay here for my dinner;
Why, it will take you a month, at that rate, to get there,
Then how can you hope to be winner?"
But the tortoise could hear not a word that she said
For he was far distant behind;
So the hare felt secured while at leisure she fed,
And took a sound nap when she dined
So at last this slow walker came up with the hare,
And there fast asleep did he spy her;
And he cunningly crept with such caution and care,
That she woke not, although he passed by her.
"Well now," thought the hare, when she opened her eyes,
"For the race, - and I soon shall have done it;"
But who can describe her chagrin and surprise,
When she found that the tortoise had won it!

MORAL

Thus plain plodding people, we often shall find,
Will leave hasty confident people behind.

1. Which of the characters is a female? _____ What type of poem is this? _____
2. Which of the following words means the same thing as the underlined word chagrin?
a. shock b. embarrassment c. happiness d. humor
3. Put the moral in your own words. _____

Chomp 2

“Is that the latest style?” inquired James Leech, with a sneer, pointing to a patch on the knee of Herbert Carter's pants.

Herbert's face flushed. He was not ashamed of the patch, for he knew that his mother's poverty made it a necessity. But he felt that it was mean and dishonorable in James Leech, whose father was one of the rich men of Wrayburn, to taunt him with what he could not help. Some boys might have slunk away abashed, but Herbert stood his ground.

“It is my style,” he answered, firmly, looking James boldly in the face.

“I admire your taste, then,” returned James, with a smooth sneer.

“Then, you had better imitate it,” retorted Herbert.

“Thank you,” said James, in the same insulting tone. “Would you lend me your pants for a pattern? Excuse me, though; perhaps you have no other pair.”

“For shame, James!” exclaimed one or two boys who had listened, stirred to indignation by this heartless insult on the part of James Leech to a boy who was deservedly a favorite with them all.

Herbert's fist involuntarily doubled, and James, though he did not know it, ran a narrow chance of getting a good whipping. But our young hero controlled himself, not without some difficulty, and said: “I have one other pair, and these are at your service whenever you require them.”

Then turning to the other boys, he said, in a changed tone, “Who's in for a game of ball?”

“I,” said one, promptly.

“And I,” said another.

Herbert walked away, accompanied by the other boys, leaving James Leech alone.

James looked after him with a scowl. He was sharp enough to see that Herbert, in spite of his patched pants, was a better scholar and a greater favorite than himself. He had intended to humiliate him on the present occasion, but he was forced to acknowledge that he had come off second best from the encounter. He walked moodily away, and took what comfort he could in the thought that he was far superior to a boy who owned but two pairs of pants, and one of them patched. He was foolish enough to feel that a boy or man derived importance from the extent of his wardrobe; and exulted in the personal possession of eight pairs of pants.

1. What was the reaction of the two boys who witnessed James' comments to Herbert?

- a. They laughed.
- b. They urged James to continue.
- c. They told James he should be ashamed.
- d. They told Herbert how to respond.

2. According to the passage, what makes James foolish?

- a. He only has eight pairs of pants.
- b. He picks on other kids.
- c. He believes that a man's wardrobe determines his importance.
- d. He believes that he is more popular than Herbert.

3. Which of the following best describes Herbert?

- a. weak yet outspoken
- b. brave and determined
- c. cocky and wise
- d. smart and shy

Chomp 3

Today, we have so many means of communication. With cell phones, email, text messaging, and social media, we have little trouble getting our messages across or staying in touch with our friends and family. For the sake of knowledge, however, let's venture back long ago, before all of this technology, even before phones.

Have you ever heard of the Pony Express? The Pony Express was the first rapid transit and the first fast mail line across the continent from the Missouri River to the Pacific Coast. It was a system by means of which messages were carried swiftly on horseback across the plains and deserts, and over the mountains of the far West. Yes, you read right; mail was delivered via horseback. That makes you thankful for what we have today, doesn't it?

In January, 1855, a Senate bill was proposed to establish a weekly letter express service between St. Louis and San Francisco. The express was to operate on a ten-day schedule, follow the Central Route, and was to receive a compensation not exceeding \$500.00 for each round trip.

The riders were young men, seldom exceeding one hundred and twenty-five pounds in weight. Youthfulness, nerve, a wide experience on the frontier and general adaptability were the chief requisites for the Pony Express business. The operation of the Pony Express was a supreme achievement of physical endurance on the part of man and his ever faithful companion, the horse.

1. Explain the last line of the passage. Use support from the text in your explanation.

The express was to operate on a ten-day schedule, follow the Central Route, and was to receive a compensation not exceeding \$500.00 for each round trip.

2. In this passage, what does "round trip" mean? _____

3. Use context clues to figure out the meaning of the underlined word *requisites*. _____

Chomp 4

Should web cameras be installed in each classroom at school so that parents can go online at any time to monitor their child’s behavior and progress in class?

- 1. If you were writing an argumentative essay on this topic to present to the school board, and your claim was that web cameras should not be used in classrooms, which of the following would be best to include in your essay?
 - a. Web cameras in the classroom could be used to help evaluate teacher performance.
 - b. Web cameras in the classroom may make it hard to have a relaxed and comfortable atmosphere for both teacher and students.
 - c. Web cameras could help eliminate disruptions in class.
 - d. Students would not want their parents to know what they do wrong in class, so it would not be right to use web cameras.
- 2. If your claim was in favor of installing web cameras in the classroom, what reasons could you use to support it? (List three reasons below.)

Reason 1	Reason 2	Reason 3

The percentage of U.S. public schools that used one or more security cameras rose from 19 percent in the 1999-2000 school year to 55 percent in 2007-2008, according to the National Center for Education Statistics' report "Indicators of School Crime and Safety: 2010."

- 3. If you were going to use the statistic in the box above, what would your claim be? Then, on the line below, explain your answer.
 - a. Web cameras should be used in classrooms.
 - b. Web cameras should not be used in classrooms.

Chomp 5

Meg has been asked to write an essay about her favorite place. Below is a portion of her essay that needs to be edited. Read the portion in the box below, and then answer the questions.

(1) If I had to pick my favorite place, I would have to say it is my tree house. (2) My brother and me built it to overlook the creek in our backyard. (3) It is six feet off of the ground. (4) It has a pulley, walls made of bamboo sticks, and our door is a toilet seat. (5) Now before you laugh about our door, let me explain. (6) Its actually pretty cool. (7) We made seven steps up the tree to the entrance through the floor of the house. (8) We simply lift the toilet seat and climb on in. (9) Our tree house is awesome!

1. What is the best correction for sentence 2?

- a. My brother and I built it to overlook the creek in our backyard.
- b. My brother and me built it too overlook the creek in our back yard.
- c. Me and my brother built it to overlook the creek in our backyard.
- d. My brother and I built it too overlook the creek in our backyard.

2. What is the best way to combine sentences 3 and 4?

- a. It is six feet off of the ground and has a pulley, walls made of bamboo sticks, and our door is a toilet seat.
- b. It is six feet off of the ground and has a pulley, walls made of bamboo sticks, and a toilet seat as a door.
- c. It is six feet off of the ground, and it has a pulley, walls made of bamboo sticks, and our door is a toilet seat.
- d. Because it is six feet off of the ground, it has a pulley, walls made of bamboo sticks, and a toilet seat for a door.

3. What correction needs to be made in sentence 6?

Chomp 6

Summer Sun

Great is the sun, and wide he goes
Through empty heaven with repose;
And in the blue and glowing days
More thick than rain he showers his rays.

Though closer still the blinds we pull
To keep the shady parlor cool,
Yet he will find a chink or two
To slip his golden fingers through.

The dusty attic spider-clad
He, through the keyhole, maketh glad;
And through the broken edge of tiles
Into the laddered hay-loft smiles.

Meantime his golden face around
He bares to all the garden ground,
And sheds a warm and glittering look
Among the ivy's inmost nook.

Above the hills, along the blue,
Round the bright air with footing true,
To please the child, to paint the rose,
The gardener of the World, he goes.

-Robert Louis Stevenson

1. The sun is personified in this poem, and the use of this personification makes the sun seem _____.

- a. conniving b. friendly c. generous d. both b and c

Underline a few words or lines that support your answer in number 1.

2. Paraphrase the third stanza by putting in your own words what the sun does.

3. What metaphor is used at the end of the poem? Explain what this metaphor means.

Chomp 7

One Christmas we gave a children's party, and perhaps a score of girls and boys came to spend the evening. As it was not possible to make Jimmy understand about the party, he went to bed early, as usual, and was asleep in his own den under the porch long before the first guests arrived. He was not forgotten by his little friends, however, and, "Where's Jimmy?" was the first question asked by almost every child as he came in. But there was so much to chatter about, and there were so many games to play, that absent comrades—even Jimmy—were soon out of mind. At last supper was ready, and all the children trooped in and took their places at the table.

For a little while everyone was so busy that there was little to be heard except the clatter of forks and spoons and plates. I stood at the end of the room, enjoying the fun. For the moment, my eyes were on a small boy who seemed to be enjoying himself even more than the rest. He was making more noise than anyone else, and at the same time performing remarkable sleight-of-mouth tricks with a large piece of cake and a plate of ice cream. Suddenly, I saw his face change. His laugh was cut in two, his smile faded, the remains of the cake fell to his plate, and a spoonful of ice cream, on its way to his open mouth, remained suspended in the air. He was facing a window, and as I followed his gaze, I saw a hairy black face, with a tawny muzzle and a pair of small shining black eyes, looking eagerly into the room. It was the bear cub, whose slumbers had been disturbed by the noise, and who had come to see what it was all about.

In an instant the room was in an uproar. All the children left the table at once, and crowded around the window yelling—"Jimmy!" "It's Jimmy!" "Let him in!" "Don't you do it!" "Keep him out!" "Open the window!" "Give him some cake!" One little boy, with a piece of cake in his hand, raised the window just a little. That was enough for Jimmy; he thrust his strong muzzle under the sash, raised it with one jerk of his head, and came tumbling into the room. How those children yelled and scattered! While they all thought it good fun to have the cub at the party, none of them knew just what he would do, and some; especially among the younger ones, were decidedly nervous. A small girl hid behind the window curtains, two little boys scurried upstairs and peeped through the banisters, and another, by means of a chair, scrambled to the top of a sideboard. But Jimmy had his own ideas about a party. His first interest was in the supper table. Standing up on his hind legs, he placed his forepaws on the cloth. Just in front of him was a plate with some apple jelly on it. One sweep of his long tongue and the plate was almost as clean as if it had been washed. A dish of blancmange was the next to be gobbled up, and then a boy rather bolder than the rest made an attempt to save the cake. He seized the intruder by the skin of his neck, but except for a loud, grumbling protest, the bear paid no attention to him. He walked right along, pulling the boy with him, and one slice of cake after another disappeared down the black throat.

From *Our Uninvited Guest* by Ernest Harold Baynes

1. Who is Jimmy? _____
2. Figure out what the bolded underlined words in the passage mean. Use context clues first and a dictionary if needed. You may write the definitions out beside the passage.
3. Why do you think the children liked Jimmy? _____
Find and underline a portion of the text that supports your answer.

Chomp 8

There are thirty-one national parks in the United States. These national parks were set aside **“for the benefit and enjoyment of the people” and to “preserve from injury or spoliation of all timbers, mineral deposits, natural curiosities, or wonders”** within the parks and “their retention in their natural condition.” These words were taken from the Yellowstone Act. This Act, passed in 1872, was passed by Congress when Yellowstone became our nation’s first national park. In 1916, the National Park Service was developed to take care of the parks.

There was considerable local opposition to the Yellowstone National Park during its early years. Some locals feared that the regional economy would be unable to thrive if there remained strict federal prohibitions against resource development or settlement within park boundaries. Local entrepreneurs advocated reducing the size of the park so that mining, hunting, and logging activities could be developed. Also, numerous bills were introduced into Congress by Montana representatives who sought to remove the federal land-use restrictions.

1. Why does the author of the paragraph use the bolded quotation?

- a. to tell how Yellowstone would operate
- b. to show the number of parks
- c. to explain why the US started national parks
- d. to illustrate Congress’ law

2. Why was there local opposition to the Yellowstone National Park during its early years?

- a. Locals feared that wildlife there would be in danger.
- b. Locals were afraid of forest fires.
- c. Locals were afraid hunting and logging activities would suffer.
- d. Locals were afraid it would be bad on the economy.

3. Paraphrase the bolded quotation.

Chomp 9

Argumentative Prompt: Should students receive a snack during school?

1. Complete the following chart to list pros and cons for this issue.

Pros	Cons

2. Write a thesis statement (topic sentence) for this prompt.

3. What three reasons would you use to support your thesis statement?

-
-
-

Chomp 10

Intensive pronouns (myself, yourself, ourselves, etc.) are used to emphasize a noun or another pronoun. An intensive pronoun can be deleted from a sentence without changing the meaning.

1. Correct the following intensive pronouns in the following sentences.

We made the cake ourself.

David sent the coach hisself a letter.

The group theirselves did all of the work.

2. Rewrite the sentence, correcting shift in pronoun use.

The student wrote their story quickly.

3. Rewrite the following sentences eliminating the unnecessary words. (You may need to replace or change a word or two)

The thing that was so bad was the chocolate ice cream had gotten old.

He drew four round circles on his paper.

Chomp 11



“The Boy Who Never Told a Lie” (anonymous)

Once there was a little boy,
With curly hair and pleasant eye—
A boy who always told the truth,
And never, never told a lie.

And when he trotted off to school,
The children all about would cry,
"There goes the curly-headed boy—
The boy that never tells a lie."

And everybody loved him so,
Because he always told the truth,
That every day, as he grew up,
'Twas said, "There goes the honest youth."
And when the people that stood near
Would turn to ask the reason why,
The answer would be always this:
"Because he never tells a lie."

- 1. The theme of this poem deals with the_____.**
 - a. need for companionship
 - b. power of honesty
 - c. evils of lying
 - d. hope for a better life

- 2. We can tell from events described in the poem that the boy_____.**
 - a. has curly hair
 - b. is well liked
 - c. goes to school
 - d. all of the above

- 3. What tone does the author’s pattern of rhyme create?**
 - a. a playful, lively tone
 - b. a hopeful, creative tone
 - c. an honest, tender tone
 - d. a serious, profound tone

Chomp 12

A little boy went out one morning to walk to a village about five miles from the place where he lived, and he carried with him, in a basket, the provision that was to serve him the whole day. As he was walking along, a poor little half-starved dog came up to him, wagging his tail, and seeming to entreat him to take compassion on him. The little boy at first took no notice of him, **but at length**, remarking how lean and famished the creature seemed to be, he said, “This animal is certainly in very great need. If I give him part of my provision, I shall be obliged to go home hungry myself; however, as he seems to want it more than I do, he shall partake with me.” Saying this, he gave the dog part of what he had in the basket, who ate as if he had not tasted victuals for a fortnight. -From The Good Natured Little Boy by Thomas Day

1. Why does the little boy decide to share his provisions with the dog?

- a. He feels the dog may die of hunger.
- b. He is afraid that the dog may harm him if he does not feed it.
- c. He notices how skinny and hungry the dog looks.
- d. He knows that he can get more food for himself later.

2. Use context clues to help you define the following words from the passage.

provision _____

entreat _____

famished _____

victuals _____

3. What does the bolded phrase *but at length* mean?

Chomp 13

When feeding, the whale swims with open mouth under the water, and all the objects which lie in the way of that great moving cavern are caught by the baleen and never seen again. Along with their food, whales swallow a vast quantity of water, which passes back again through the nostrils and is collected into a bag placed at the external orifice of the cavity of the nose, whence it is expelled by the pressure of powerful muscles through a very narrow opening pierced in the top of the head. In this way it spouts the water in beautiful jets from twenty to thirty feet in height.

The whale shows great affection for her young, which is called the calf. Fishermen well know this, and turn it to their own account. Some try to strike the young with the harpoon, which is a strong, barbed instrument, and if they do this, they are almost sure of securing the mother also, as nothing will induce her to leave it.

1. Why do whales swallow so much water?

The whale shows great affection for her young...

2. Underline the sentence from the passage that supports this statement.

3. Which of the following text structures is used in this passage?

- a. cause/effect
- b. problem and solution
- c. description
- d. compare/contrast

Chomp 14

1. Using imagery, describe your favorite place. Use vivid, precise words in your description.

2. Complete the following similes.

A spider hanging from the ceiling is like

_____.

It was as warm and comfy as _____.

The water was as refreshing as _____.

3. Write a sentence personifying rain.

Chomp 15

1. The suffix *-ative* means *tending to*.

Form adjectives from the following verbs by adding the suffix *-ative*. The first one has been completed for you.

Verb	Adjective	Meaning
create	creative	tending to create
talk		
preserve		
affirm		
compare		
imagine		

2. Define the following roots, and write a word using each one.

a. therm _____

b. port _____

c. auto _____

3. Look at the word **synchronize**. Define the following stems from this word.

syn – _____

chron- _____

Chomp 16

Love Between Brothers and Sisters

Whatever brawls disturb the street,
There should be peace at home;
Where sisters dwell and brothers meet,
Quarrels should never come.
Birds in their little nests agree;
And 'tis a shameful sight,
When children of one family
Fall out and chide and fight.

-Isaac Watts.

1. Use a thesaurus to find some synonyms for the word *chide*.
List two that would fit as a replacement for this word in the poem.

2. Is this a free verse poem? Why or why not?

3. What is the theme of this poem? Do you agree with the theme? Explain why or why not.

Chomp 17

Watch him go to roost. Watch him get *ready* to go to roost, I should say, for a turkey seems to begin to think of roosting about noon-time, especially in the winter; and it takes him from about noon till night to make up his mind that he really must go to roost.

He comes along under the apple tree of a December afternoon and looks up at the leafless limbs where he has been roosting since summer. He stretches his long neck, lays his little brainless head over on one side, then over on the other. He takes a good *long* look at the limb. Then bobs his head—one-two-three-four-five-six-seven-eight-nine-*ten* times, or perhaps twenty-two or -three times, and takes a still *longer* look at the limb, saying to himself—*quint, quint, quint, quint!* which means: "I think I'll go to roost! I think *I'll* go to roost! I think I'll go to *roost!* I think I'll *go* to roost! I think I'll go to *roost!* I *think* I'll go to roost!" He *thinks* he will, but he hasn't made up his mind quite.

Then he stretches his long neck again, lays his little witless head on the side again, bobs and bobs, looks and looks and looks, says *quint, quint, quint, quint*—"I *think* I'll go to roost," but is just as undecided as ever.

He does the performance over and over again and would never go to roost if the darkness did not come and compel him. He would stand under that tree stretching, turning, looking, bobbing, "squinting," *thinking*, until he thought his head off, saying all the while—

One for the money; two for the show;
Three to get ready; and four to—*get ready to go!*

1. **What does the author of this passage think about turkeys?**
 - a. They are slow movers and not very smart.
 - b. They are intelligent and brave animals.
 - c. They like to perform when people are watching.
 - d. They wisely think long and hard before they act.
2. **Underline a sentence or two that supports your answer in number one.**
3. **What effect does the repetition have in this passage?**

Chomp 18

Did you know that it is reported that a black widow's poison may be fifteen times stronger than a rattlesnake's venom? The female black widow is not especially large, but she has unusually large venom glands. In the case of a mature female, the hollow, needle shaped part of each chelicera, the part that penetrates the skin, is approximately 1.0 millimeter (about 0.04 in) long, long enough to inject the venom to a point where it can be harmful. The female's venom is at least three times more potent than that of the male's. Despite this alarming statement, many people who are bitten do not suffer serious injury, especially if they seek medical treatment. It is often young children or elderly adults who are at most risk for death from the bite of a black widow, but it may comfort you to know that these spiders are not aggressive and bite only in self-defense.

1. Explain why it would be better to be bitten by a male black widow rather than a female.

2. Which of the following would be the best title for this passage?

- a. Black Widow Venom
- b. All about the Black Widow
- c. Widow, Widow Where Are You?
- d. Venom Power

3. Explain the underlined portion of the text.

Provide a scenario of a black widow biting in self- defense.

Chomp 19

For her science class, Becca has to research tornadoes and how they form. To get started, Becca enters the keywords “How Tornadoes Form” into an Internet search engine.

1. Which of the following websites would be most suitable and most reliable for Becca’s topic?

- a. www.ehow.com/how-does-a-tornado-form: a website providing information about what forms a tornado
- b. www.stormchasershurricaneworld.com: a website devoted to storm chasers complete with a collection of photographs and videos of live tornadoes
- c. www.spaceplace.nasa.gov/tornadoes: a website published by NASA which explains how tornadoes are formed complete with diagrams and pictures
- d. www.ask.com: A website where you can ask a question and find the answer

1. What is a question Becca could ask to begin her research on tornadoes forming?

3. In the box below, list steps that Becca should take to avoid plagiarism as she writes her research paper.

Chomp 20

(1) Have you ever wondered? (2) Why dogs bark? (3) Barking is one of many forms of vocal communication for dogs. (4) Sometimes them barking serves as a warning for others to keep their distance. (5) Other times their barking serves as a welcome and still other times they bark because they are playing. (6) If a dog gets what it wants by barking, it can learn to use it for its benefit. (7) Of course, some dogs bark more than others. (8) Chihuahuas for example tend to bark more than other dogs. (9) Some research suggests that there is a link between an animals tameness and its tendency to bark.

1. What is the best way to correct sentences 1 and 2?

- a. Have you ever wondered why dogs bark?
- b. Have you ever wondered, why dogs bark?
- c. Have you ever wondered; why dogs bark?
- d. No correction needed.

2. What is the best way to correct sentence 4?

- a. Sometimes them barking serves as a warning for others to keep there distance.
- b. Sometimes they barking serves as a warning for others to keep their distance.
- c. Sometimes them barking serves as a warning for others to keep their distance.
- d. Sometimes their barking serves as a warning for others to keep their distance.

3. What is the best way to correct the underlined portion of sentence 9?

- a. animal tameness
- b. animals' tameness
- c. animal's tameness
- d. no correction needed

Chomp 21

Ode to Winter

Jack Frost, it is time to say goodbye.
You've nibbled on us for much too long.
Take your white blankets and depart
For you are being replaced.

Say goodbye to the naked trees.
Slow your wind and frozen rain.
Make your peace with the skies above
For spring is on its way.

You were welcome when you came
As you brought change and a joyous season.
But you also brought death
And now it is time for life again.

On your way, say your goodbyes.
Tell the plants to prepare for life.
Whisper to the sun to warm the Earth,
And close the door behind you.

1. Underline one example of imagery in this poem.

Winter is personified in this poem. Explain what is meant by the personification in the last stanza.

What do you think the last line means?

2. What is the purpose of an ode?

- a. to inform the reader about a particular subject
- b. to honor someone or something
- c. to persuade the reader on a particular subject
- d. to evaluate something in nature

3. Who is replacing Jack Frost? _____

Chomp 22

He no longer felt anything, though very faintly he could hear the impact of the club upon his body. But it was no longer his body, it seemed so far away. And then, suddenly, without warning, uttering a cry that was inarticulate and more like the cry of an animal, John Thornton sprang upon the man who wielded the club. Hal was hurled backward, as though struck by a falling tree. Mercedes screamed. Charles looked on wistfully, wiped his watery eyes, but did not get up because of his stiffness.

John Thornton stood over Buck, struggling to control himself, too convulsed with rage to speak.

“If you strike that dog again, I’ll kill you,” he at last managed to say in a choking voice.

“It’s my dog,” Hal replied, wiping the blood from his mouth as he came back. “Get out of my way, or I’ll fix you. I’m going to Dawson.”

Thornton stood between him and Buck, and evinced no intention of getting out of the way. Hal drew his long hunting-knife. Mercedes screamed, cried, laughed, and manifested the chaotic abandonment of hysteria. Thornton rapped Hal’s knuckles with the axe-handle, knocking the knife to the ground. He rapped his knuckles again as he tried to pick it up. Then he stooped, picked it up himself, and with two strokes cut Buck’s traces.

Hal had no fight left in him. Besides, his hands were full with his sister, or his arms, rather; while Buck was too near dead to be of further use in hauling the sled. A few minutes later they pulled out from the bank and down the river. Buck heard them go and raised his head to see, Pike was leading, Sol-leks was at the wheel, and between were Joe and Teek. They were limping and staggering. Mercedes was riding the loaded sled. Hal guided at the gee-pole, and Charles stumbled along in the rear.

*Gee-pole: a steering pole at the front of a dog sled

-From *The Call of the Wild* by Jack London

1. After reading this passage, explain who each of the following characters is.

Buck –

Mercedes –

John Thornton -

Hal -

Joe and Teek –

2. What kind of man is Hal? _____ Underline a sentence to support your answer.

3. What use did Hal have for Buck? _____

Chomp 23

Polio was one of the worst childhood diseases of the twentieth century in the United States. Polio epidemics hit thousands of people, mostly young children, each year. Although polio has plagued humans since ancient times, its most **extensive** outbreak occurred in the first half of the 1900s before the [vaccination](#), created by Jonas Salk, became widely available in 1955.

With widespread vaccination, **wild-type polio**, or polio occurring through natural infection, was eliminated from the United States by 1979 and the Western Hemisphere by 1991.

Although approximately 90% of polio infections [cause no symptoms at all](#), affected individuals can exhibit a range of symptoms if the virus enters the [blood stream](#). In about 1% of cases, the virus enters the [central nervous system](#), preferentially infecting and destroying [motor neurons](#), leading to [muscle weakness](#) and acute [flaccid paralysis](#). Different types of paralysis may occur, depending on the nerves involved. Spinal polio is the most common form, characterized by asymmetric paralysis that most often involves the legs. Bulbar polio leads to weakness of muscles supplied by [cranial nerves](#) (nerves which emerge directly from the brain). Bulbospinal polio is a combination of bulbar and spinal paralysis.

1. Which of the following is the main idea of the first paragraph of this passage?

- a. Polio was one of the most dreaded childhood diseases of the 20th century in the United States.
- b. Polio epidemics hit thousands of people, mostly young children, each year.
- c. Although polio has plagued humans since ancient times, its most extensive outbreak occurred in the first half of the 1900s.
- d. Wild-type polio, or polio occurring through natural infection, was eliminated from the United States by 1979.

2. How was Polio that occurred through natural infection eliminated from the United States?

3. After reading this passage, identify the symptoms that a person who has bulbospinal polio may have.

Chomp 24

You have been assigned the following research project:

Using the Internet, research the living conditions for Jews in a concentration camp that was utilized during the Holocaust.

1. Which of the following questions would not lead you to information needed for your project?

- a. What were some of the major concentration camps used during the Holocaust?
- b. What were the Jews fed in the concentration camp?
- c. What were sleeping conditions like for the Jews in the concentration camp?
- d. How many Jews escaped from the concentration camp?

1. When determining whether or not your Internet source is reliable, which of the following will not help?

- a. looking to see how up-to-date the information on the site is
- b. looking at other websites to see if the facts match
- c. looking at the size of the text and the colors used on the web site
- d. considering the domain name of the resources to see if they are commercial (.com or .firm) educational (.edu), governmental (.gov) or organizational (org. or .net)

2. After gathering research from a website, what information should you record in order to cite the website in a bibliography?

Chomp 25

Evan has written the following paragraph in a personal narrative. Read what he has written, and then answer the questions.

(1) It all started when we went to my cousin's house. (2) We rode the four-wheeler down to the creek and got in the water. (3) Once we got in, we saw some kind of tracks. (4) They looked like bear tracks so we jumped out of the creek. (5) We jumped on the four-wheeler and flew up the trail.

(6) We finally reached the house, jumped off the four-wheeler and sprinted inside. (7) It became a mad house in there because we started yelling at my mom. (8) She didn't believe us. (9) So we all went back down to the creek.

1. Which of the following details should be added to sentence 3 for clarity?

- a. Once we got in the creek, we saw some kind of animal tracks on the muddy ground beside the water's edge.
- b. Once we got in, we saw some kind of tracks, and the water was cool.
- c. Once we got in the cool water, we saw some kind of tracks that belonged to an animal.
- d. Once we got in, we saw some kind of tracks and we knew we were in for a surprise.

2. Because the word *jumped* is used in sentence four, it does not need to be repeated in sentence five. Which of the following sentences provides the most vivid replacement of sentence five?

- a. We hurdled onto the four-wheeler and flew up the trail.
- b. Within seconds we flew up the trail slinging mud from the tires of our four-wheeler.
- c. We leaped on the four-wheeler and flew up the trail spraying mud everywhere.
- d. Immediately, we hopped up on the four-wheeler and flew up the trail as fast as we could.

3. Which is the best way to combine and revise sentences 7-9?

- a. It became a mad house in there because we started yelling at my mom who didn't believe us, so we all went back down to the creek.
- b. Our house became completely mad because we started yelling at my mom who didn't believe us, so we all traipsed back down to the creek together.
- c. Because it became a mad house in there, we started yelling at my mom who didn't believe us, so we all went back down to the creek.
- d. We entered the house yelling so much it sounded like a mad house, and because mom didn't believe us, we convinced her to head back to the creek with us.

Chomp 26

Woe to the Bug

Oh to be a bug; it was once a life of joy
What a delight I once had nibbling a broken Chips Ahoy.

I would spend my days resting in a lush paradise
Scurrying here and there, outrunning all the mice.

Until one day I made a bitter, fatal mistake.
I found myself entwined, and my legs I could not shake.

I was wrapped in a huge web, and I was badly hurt
For a spider was preparing to eat me for his big dessert.

I said a final prayer. I twisted and turned once more,
But it was no use for my body, and my tiny legs of four.
The spider licked its chops. It slid down the web toward me,
And that is when it happened. Somehow I was set free!

I got away that time, and now I watch my step,
But being a bug is not always easy when you are in debt.
You see, a mouse helped me out that awful, helpless day,
So now I have to share my crumbs in order to repay.

1. How many stanzas are in this poem? _____

Who is the speaker in this poem? _____

2. What is the author's purpose in this poem?

- a. to explain one method of bug extermination
- b. to persuade people to treat bugs better
- c. to entertain with a tale of a bug's dilemma
- d. to describe a bug's daily habits

3. Does the bug enjoy having to repay the mouse? _____

Underline a line from the poem to support your answer.

Chomp 27

The Crow and the Pitcher

A crow, half-dead with thirst, came upon a pitcher which had once been full of water, but when the crow put its beak into the mouth of the pitcher, he found that only very little water was left in it and that he could not reach far enough down to get at it. He tried and he tried, but at last had to give up in despair. Then a thought came to him, and he took a pebble and dropped it into the pitcher. Then he took another pebble and dropped it into the pitcher. Then he took another pebble and dropped that into the pitcher. Then he took another pebble and dropped that into the pitcher. Then he took another pebble and dropped that into the pitcher. At last, at last, he saw the water mount up near him; and after casting in a few more pebbles he was able to quench his thirst and save his life.

Little by little does the trick.

1. What makes this passage a fable?

What is the moral of the passage?

2. How does dropping pebbles in the pitcher help the crow get something to drink?

3. Which of the following best describes the crow?

- a. resourceful
- b. courageous
- c. ignorant
- d. compassionate

Underline a sentence from the passage that supports your answer in number three.

Chomp 28

The Chinese found out long ago that it is easy to keep goldfish in small ponds and aquariums. Ideas of getting more beautiful fish came when the Chinese noticed that some of the dull-green fish had spots of gold. Carefully, they watched for fish with spots of gold. They took good care of these fish and their eggs. Some of the fish that came from the eggs had more gold spots than their parents. Painstakingly, the Chinese kept on choosing and saving the fish that were best. Finally they had fish that were all gold.

1. What is the main idea of this passage?

- a. Some goldfish used to be green.
- b. How the Chinese helped make sure the goldfish were gold
- c. How the Chinese raise goldfish
- d. Fish that the Chinese raise

2. Which of the following words would be the best replacement for the word *painstakingly*?

- a. meticulously b. angrily c. carelessly d. painfully

Goldfish are gregarious, displaying schooling behavior, as they regularly interact with other goldfish in a tank. Goldfish may display similar behaviors when responding to their reflections in a mirror.

3. Which of the following is a synonym for the underlined word *gregarious*?

- a. social
- b. happy
- c. selfish
- d. intelligent

Chomp 29

1. Personify one of the following.

a highway

winter

flip flops

2. Create an original metaphor.

3. Write four sentences telling about a time you were surprised about something. Use the third person limited point of view.

Chomp 30

- 1. Combine the following sentences. Use one of the words in the box, and add necessary commas.**

Because	although	even though	when	if
---------	----------	-------------	------	----

I did not use my umbrella. It was raining.

We lost the game. We are still champions.

- 2. Combine the following sentences into one sentence. You may add words if you need to.**

The third baseman caught the ball.

The third baseman is tall.

The catcher threw the ball to the third baseman.

The catcher is fast.

The catch that the third baseman caught made the last out.

- 3. Combine the following sentences into one sentence. You may add words if you need to.**

My locker is very organized.

It is organized because I constantly clean it out.

Chomp 31

My Shadow

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow-
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an India-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

- Robert Louis Stevenson

1. How many stanzas are in this poem? _____

What is the rhyme scheme of the poem? _____

2. What is the author's purpose of the last stanza in this poem?

- a. to explain when shadows do not appear
- b. to persuade young people to get out of bed early
- c. to describe early morning dew on flowers
- d. to explain what the word *arrant* means

3. What is the best way to summarize the third stanza?

- a. Others can make fools out of us.
- b. Children should play nice at all times.
- c. Shadows stick close by at all times.
- d. Cowards stick close by the sides of their friends.

Chomp 32

That night, Reddy Fox told old Granny Fox all about how he had tried to catch Danny Meadow Mouse. Granny listened with her head cocked on one side. When Reddy told how fat Danny Meadow Mouse was, her mouth watered. You see now that snow covered the Green Meadows and the Green Forest, Granny and Reddy Fox had hard work to get enough to eat, and they were hungry most of the time.

“I’ll go with you down on the meadows tomorrow morning, and then we’ll see if Danny Meadow Mouse is as smart as he thinks he is,” said Granny Fox.

So, bright and early the next morning, old Granny Fox and Reddy Fox went down on the meadows where Danny Meadow Mouse lived. Danny had felt in his bones that Reddy would come back, so he was watching, and he saw them as soon as they came out of the Green Forest. When he saw old Granny Fox, Danny’s heart beat a little faster than before, for he knew that Granny Fox was very smart and very wise and had learned most of the tricks of all the other little meadow and forest people.

“This is going to be a more exciting game than the other,” said Danny to himself, and scurried down out of sight to see that all his little tunnels were clear so that he could run fast through them if he had to. Then he peeped out of one of his little doorways hidden in a clump of tall grass.

Old Granny Fox set Reddy to hunting for Danny’s little round doorways, and as fast as he found them, Granny came up and sniffed at each. She knew that she could tell by the smell which one he had been at last. Finally she came straight towards the tall bunch of grass. Danny ducked down and scurried along one of his little tunnels. He heard Granny Fox sniff at the doorway he had just left. Suddenly something plunged down through the snow right at his very heels. Danny didn’t have to look to know that it was Granny Fox herself, and he squeaked with fright.

- 1. Which of the following best describes how Danny feels about Granny Fox coming along with Reddy Fox?**
 - a. apprehensive yet excited
 - b. courageous yet worried
 - c. terrified and upset
 - d. excited and fearless
- 2. What point of view is used in this passage? Underline sentences from the passage that helped you figure out this point of view.**
 - a. first person
 - b. second person
 - c. third person limited
 - d. third person omniscient
- 3. What does Granny Fox do to help find Danny?**
 - a. She listens for the sound of Danny scurrying.
 - b. She sniffs around for the smell of Danny.
 - c. She digs through to the tunnels.
 - d. She sits quietly and waits on Danny to peek out of a hole.

Chomp 33

The Sense Organs in Animals

Sense organs allow animals to sense changes in the environment around them and in their bodies so that they can respond appropriately. They enable animals to avoid hostile environments, sense the presence of predators, and find food.

Animals can sense a wide range of stimuli that includes touch, pressure, pain, temperature, chemicals, light, sound, movement, and position of the body. Some animals can sense electric and magnetic fields. All sense organs respond to stimuli by producing nerve impulses that travel to the brain via a sensory nerve. The impulses are then processed and interpreted in the brain as pain, sight, sound, taste, etc.

The senses are often divided into two groups:

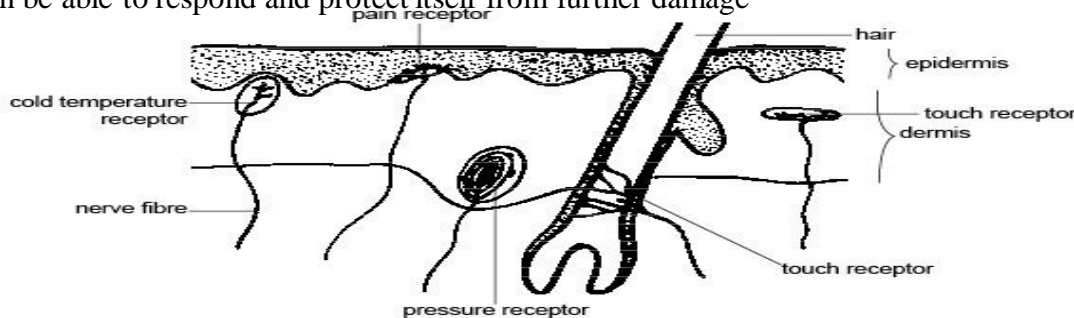
- The **general senses** of touch, pressure, pain and temperature that are distributed fairly evenly through the skin. Some are found in muscles and within joints.
- The **special senses** which include the senses of smell, taste, sight, hearing and balance. The special sense organs may be quite complex in structure.

Touch and Pressure

Within the dermis of the skin are numerous modified nerve endings that are sensitive to touch and pressure. The roots of hairs may also be well supplied with sensory receptors that inform the animal that it is in contact with an object (see diagram). Whiskers are specially modified hairs.

Pain

Receptors that sense pain are found in almost every tissue of the body. They tell the animal that tissues are dangerously hot, cold, compressed or stretched or that there is not enough blood flowing in them. The animal may then be able to respond and protect itself from further damage



-From *The Anatomy and Physiology of Animals* by J. Ruth Lawson

1. Which of the following text features is not present in this article?

- a. headings
- b. a diagram
- c. bulleted text
- d. a photograph

2. How do sense organs help animals?

3. Where are the receptors that sense pain found in animals?

Chomp 34

An **anecdote** is a very brief story used to make a point. In essays, it is often used in the same way an example would be used.

Statistics are facts presented in numerical form – like percentages.

Last school year, I woke up one morning and felt a slight twinge above my left shoulder. I thought I had pulled a muscle, so I took some pain pills and thought nothing else about it. The pain continued however, and became much worse. It was my grandmother who said to me one day, “It’s probably that book satchel you carry around every day. That thing weighs a ton!” When she said that, I thought to myself, “Surely, that’s not the case.” However, after a few weeks of not carrying it, the pain subsided.

Heavy school bags are causing children high levels of back pain, a study has concluded. The findings revealed many pupils' backpacks were “excessively loaded”, leaving students with back problems which often worsened with age.

The authors of the report, which was published in the Archives of Disease in Childhood, said children should not carry anything weighing more than 10% of their body weight. But the study found nearly two thirds of the 1,403 children surveyed carried bags which broke the "10% rule".

- 1. Circle the anecdote in this student’s writing sample, and underline or highlight the statistic.**
- 2. How do these elements strengthen the argument that children should not carry heavy backpacks?**

- 3. Pretend you are writing an argumentative essay to put an end to children carrying heavy book bags. Write your own anecdote or list another statistic that you could research for this writing assignment.**

Chomp 35

1. Rewrite the following sentences to make the pronoun references clear.

Jonah was camping with his dad when he was sunburned.

Cody wanted to go to the baseball field with Kale, but he had to cut grass instead.

2. Write a sentence that correctly uses each of the following words.

bare _____

bear _____

sell _____

sale _____

3. Write a sentence that correctly uses each of the following words.

affect _____

effect _____

loose _____

lose _____

Chomp 36

BABYBYE -Theodore Tilton

Baby bye,
Here's a fly;
Let us watch him, you and I.
How he crawls
Up the walls,
Yet he never falls!
I believe with six such legs
You and I could walk on eggs.
There he goes
On his toes,
Tickling baby's nose.

Spots of red
Dot his head;
Rainbows on his back are spread;
That small speck
Is his neck;

See him nod and beck.
I can show you, if you choose,
Where to look to find his shoes,
Three small pairs,
Made of hairs;
These he always wears.

Black and brown
Is his gown;
He can wear it upside down;
It is laced
Round his waist;
I admire his taste.
Yet though tight his clothes are made
He will lose them, I'm afraid,
If tonight
He gets sight
Of the candlelight.

1. What is being described in the first stanza of this poem?

- a. the gentle way the fly can walk
- b. the feet of the fly
- c. the way the baby is sleeping so soundly
- d. how a fly can walk on eggs

2. Explain the line in the last stanza *He can wear it upside down*.

3. What does the end of the poem mean?

Chomp 37

“I am as nervous as a cat on a hot tin roof,” Susan told her best friend. “I can’t believe that I let you talk me into this!” she continued.

Susan and Beth were on their way to audition for the spring play. Beth, a natural “drama queen”, was not nervous a bit. On the other hand, **timid** Susan could hardly hold her hands still. She was so nervous. She hated the thoughts of standing on the stage in front of her classmates while reading lines.

Later, as Susan walked onto the stage, Beth whispered, “Break a leg!”

1. Underline the sentences that contain figurative language in this passage. In the box below, tell what type each is, and explain each one.

2. What point of view is used in this passage?

- a. 1st person
- b. 2nd person
- c. 3rd person limited
- d. 3rd person omniscient

3. Use context clues to define the word *timid*.

- a. rude
- b. shy
- c. eager
- d. messy

Chomp 38

Greenland is not very green at all. In fact, most of the world's largest island is frozen. It is buried beneath a lot of snow. More than a thousand years ago, Erik the Red, a Viking explorer, left his home in Iceland. He had discovered a rich supply of fish, whales, walruses, and seals in Greenland's waters. He needed help to get the riches, however. He guessed that an attractive name might cause fellow Vikings to leave their cold homeland to move to an even colder place. So, he called the new land Greenland.

1. Which of the following would be the best title for this passage?

- a. Erik the Red
- b. The Waters Surrounding Greenland
- c. How Greenland Got Its Name
- d. Greenland's Cold Habitat

2. Which organizational pattern does the writer use in the above passage?

- a. compare/contrast
- b. cause/effect
- c. time order
- d. order of importance

3. In your own words and using specific examples to support your response, explain both the importance of Greenland and its name.

Chomp 39

For her English class, Morgan has to write an argumentative essay on whether or not middle school kids should receive a recess. Read her ideas, and then answer the questions.

Middle school students deserve and need recess time.

- Recess will provide teachers with a break.
- Kids need physical activity as well as fresh air during the school day.
- Middle school students need time to be social.
- Students would pay more attention in class if they had a little time to socialize with their friends during recess.

1. Choose one of Morgan’s ideas and elaborate on it by developing two supporting details.

2. A counterargument is an argument in opposition of the argument presented. In other words, it is the “other side” of the argument. Which of the following would be a counterargument to Morgan’s essay?

- Not every child lives in a home where he/she can go outside and play or do some type of physical activity.
- Studies show that physical activity increases blood flow to the brain, allowing students to do better with structured schoolwork.
- Recess encourages bullying and allows kids to exclude other kids who might not be the best at sports from participating.
- In a study reported by the journal Pediatrics, children with as little as 15 minutes of recess a day behaved better in class than those children who had no recess.

2. Using Morgan’s ideas, and the counterargument you selected in number two, write a paragraph arguing Morgan’s point.

Chomp 40

Katelyn has written a personal essay. Read the following portion of her essay, and then answer the questions.

(1) We had all gathered on the carpet and sat Indian style with our hands folded in our laps as we had been taught to do. (2) It was story time, and everyone was sitting quietly, listening to the teacher read. (3) My friend starts whispering something to me. (4) I tried to ignore it. (5) He just kept talking though, endlessly.

(6) As a child, it was hard trying not to say anything back. (7) A problem occurred. (8) However, I focused on the teacher and continued to ignore him. (9) I may have nodded a little though trying to get him to just stop talking! (10) He finally finished what he had to say, and then the teacher looked up at us. (11) Everyone still sits on the carpet quietly and the teacher begins reading again. (12) But then he started talking again, and I whispered, “Please be quiet. You are going to get us in trouble!” (13) Just then, the teacher looked up again, this time with irritation burning in her eyes. (14) She looked straight at me. ME! She paid no mind to the chatterbox, but instead said, “Move up front with me right now!” (16) As I gathered my things and walked up front, my classmates giggled. (17) Not only was I mortified, I was irate because of this injustice!

***Highlight the strengths of this writing sample – words, phrasing, memorable lines, etc.. Be prepared to discuss these strengths.**

1. Which of the following is the best revision for sentence 3?

- a. Just then, my friend starts whispering something to me.
- b. To my annoyance, my friend starts whispering something to me.
- c. Just then, my friend started whispering something to me.
- d. To my annoyance, my friend started whispering something to me.

2. Which sentence does not belong in this essay?

- a. sentence 5
- b. sentence 7
- c. sentence 16
- d. sentence 18

3. Rewrite sentence 11 to correct it.

Chomp 41

Soaring

Soaring up, legs outstretched,
I think I'll reach the clouds,
Then falling back, I inhale fresh air and laugh.
My belly tingles with the rush
of wind and bounce.
A promise whispers out of the sky,
"You, my friend are flying."
Then spinning and turning
dizziness hugging me
until the jerking begins
and then the ride
stops.
There is no feeling quite as good
as the one I get on my old tire swing.

1. Find and underline two examples of imagery in this poem.
2. To which of our five senses does the imagery in the poem mainly appeal?
 - a. sight
 - b. smell
 - c. feeling
 - d. hearing
3. Write your own free verse poem describing something like a swing. For example, you can describe climbing on monkey bars or sliding down a sliding board. Make sure you include imagery.

Chomp 42

Before I was two years old, a circumstance happened which I have never forgotten. It was early in the spring; there had been a little frost in the night, and a light mist still hung over the woods and meadows. I and the other colts were feeding at the lower part of the field when we heard what sounded like the cry of dogs. The oldest of the colts raised his head, pricked his ears, and said, “There are the hounds!” and cantered off, followed by the rest of us, to the upper part of the field, where we could look over the hedge and see several fields beyond. My mother and an old riding horse of our masters were also standing near, and seemed to know all about it. “They have found a hare,” said my mother, “and if they come this way we shall see the hunt.”

And soon the dogs were all tearing down the field of young wheat next to ours. I never heard such a noise as they made. They did not bark, nor howl, nor whine, but kept on a “yo! yo, o, o! yo, o, o!” at the top of their voices. After them came a number of men on horseback, all galloping as fast as they could. The old horses snorted and looked eagerly after them, and we young colts wanted to be galloping with them, but they were soon away into the fields lower down; here it seemed as if they had come to a stand; the dogs left off barking and ran about every way with their noses to the ground.

“They have lost the scent,” said the old horse; “perhaps the hare will get off.”

“What hare?” I said.

“Oh, I don't know what hare; likely enough it may be one of our own hares out of the woods; any hare they can find will do for the dogs and men to run after”; and before long the dogs began their “yo; yo, o, o!” again, and back they came all together at full speed, making straight for our meadow at the part where the high bank and hedge overhang the brook.

“Now we shall see the hare,” said my mother; and just then a hare, wild with fright, rushed by and made for the woods. On came the dogs; they burst over the bank, leaped the stream and came dashing across the field, followed by the huntsmen. Several men leaped their horses clean over, close upon the dogs. The hare tried to get through the fence; it was too thick, and she turned sharp around to make for the road, but it was too late; the dogs were upon her with their wild cries; we heard one shriek, and that was the end of her. One of the huntsmen rode up and whipped off the dogs, who would soon have torn her to pieces. He held her up by the leg, torn and bleeding, and all the gentlemen seemed well pleased.

-From Black Beauty, Young Folks' Edition by Anna Sewell

1. Who is the narrator in this passage? Underline a sentence from the passage that supports your answer.

- a. a young colt
- b. an old horse
- c. a hare
- d. a dog

2. Why do the huntsmen “whip off” the dogs?

3. Underline or highlight all of the sentences in this passage that describe the setting.

Chomp 43

At 9:32 A.M. on July 16, 1969, Neil Armstrong, Edwin Aldrin Jr., and Michael Collins left Earth in Apollo 11 on a mission to the moon. Apollo 11 raced toward the moon at 24,000 mph. At one point, they lost radio contact with Earth, but thankfully, they got it back. Armstrong and Aldrin crawled into the Eagle and it headed down toward the moon. On July 20, at 4:17, the Eagle landed safely on the moon. Armstrong spent about two and a half hours outside the spacecraft, Aldrin slightly less, and together they collected 47.5 pounds of lunar material for return to Earth.

1. What is the main idea of this passage?

- a. The Apollo raced to the moon at high speeds.
- b. During the trip, astronauts talked to Earth via radio.
- c. On the moon, Armstrong and Aldrin planted a flag.
- d. Armstrong, Aldrin, and Collins landed safely on the moon in 1969.

2. Which of the three astronauts spent the most time outside of the spacecraft?

3. What is the Eagle? _____

Armstrong and Aldrin headed down to the moon, so what can you infer about what Collins was doing?

Chomp 44

1. Choose the word that is the most precise in the following sentence.

Four excited, hyper ten-year-old boys _____ quickly through the creek bed looking anxiously for crawfish.

- a. scampered
- b. moseyed
- c. strolled
- d. trudged

Finley is writing a report and needs to include this resource in her bibliography.

Author: Jonathan Evans

Title: The Art of Construction

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- d. Evans Jonathan. "The Art of Construction"
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3. Revise the following sentences, focusing on sentence fluency.

*I went to social studies class. I took notes. I took three pages of notes.
My hand was tired when I left.*

Chomp 45

1. The following sentences are dull. Rewrite them, adding interesting details that show, not just tell, what each person, thing, or event is like.

Example:

Poor details: I ate lunch.

Good details: I ate a crisp garden salad with creamy French dressing and a juicy six ounce steak.

Your turn:

- I dressed warmly.
-

- I played at recess.
-

2. Write three oxymoron.

a.

b.

c

3. Cross out the excess words in the following sentence.

There were these three old men who were friends who came up with a plan to completely play a trick on their wives.

Chomp 46

It was many and many a year ago,
In a kingdom by the sea.
That a maiden there lived whom you may know
By the name of Annabel Lee;
And this maiden she lived with no other thought
Than to love and be loved by me.
- *Edgar Allen Poe*

1. What is the rhyme scheme of this poem?

2. What is the setting of this poem? _____

3. The speaker of this poem _____.

- a. is Annabel Lee
- b. lives in a kingdom by the sea
- c. is a mermaid
- d. knows and was loved by Annabel Lee

Chomp 47

The Hen

All along the farmyard gables the swallows sat a-row, twittering uneasily to one another, telling of many things, but thinking only of summer and the South, for autumn was afoot and the North wind waiting.

And suddenly one day they were all quite gone. And everyone spoke of the swallows and the South.

“I think I shall go South myself next year,” said a hen.

And the year wore on and the swallows came again, and the year wore on and they sat again on the gables, and all the poultry discussed the departure of the hen.

And very early one morning, the wind being from the North, the swallows all soared suddenly and felt the wind in their wings; and a strength came upon them and a strange old knowledge and a more than human faith, and flying high they left the smoke of our cities and small remembered eaves, and saw at last the huge and homeless sea, and steering by grey sea-currents went southward with the wind. And going South they went by glittering fog-banks and saw old islands lifting their heads above them; they saw the slow quests of the wandering ships, and divers seeking pearls, and lands at war, till there came in view the mountains that they sought and the sight of the peaks they knew; and they descended into an austral valley, and saw Summer sometimes sleeping and sometimes singing song.

“I think the wind is about right,” said the hen; and she spread her wings and ran out of the poultry-yard. And she ran fluttering out on to the road and some way down it until she came to a garden.

At evening she came back panting. And in the poultry-yard she told the poultry how she had gone South as far as the high road, and saw the great world's traffic going by, and came to lands where the potato grew, and saw the stubble upon which men live, and at the end of the road had found a garden, and there were roses in it—beautiful roses!—and the gardener himself was there with his braces on.

“How extremely interesting,” the poultry said, “and what a really beautiful description!” And the winter wore away, and the bitter months went by, and the spring of the year appeared, and the swallows came again.

“We have been to the South,” they said, “and the valleys beyond the sea.”

But the poultry would not agree that there was a sea in the South: “You should hear our hen,” they said.

From Fifty-One Tales by Lord Dunsany

1. Explain the difference between where the swallows went and where the hen went.

2. Underline some of the things that the swallows see as they travel southward.

3. Why do the poultry not agree that there was a sea in the South?

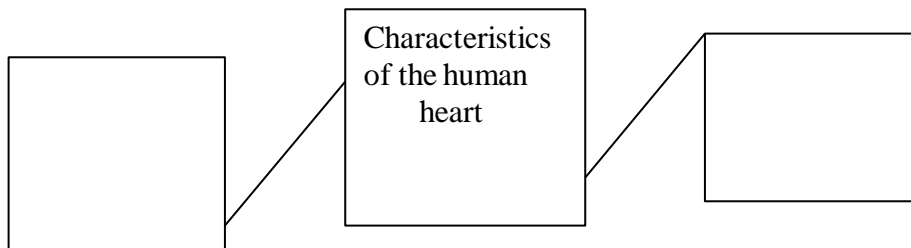
Chomp 48

A person's heart is about the size and shape of his/her fist. It weighs less than a **pound**. A real heart does not look much like the hearts on Valentines. The heart is a very important organ.

1. What is this passage mostly about?

- a. The pumps in the human heart
- b. The size, appearance, and shape of the human heart
- c. How the heart keeps blood moving
- d. The function of the human heart

2. Complete the following diagram by listing facts and details you learned about the heart after reading this passage.



3. What is the denotation of the bolded word *pound* as it is used in the above passage?

Chomp 49

I walked slowly, quietly through the grove of silent trees. They stared at me, pinning me down with old, wise stories.

After some time, I walked into a clearing and saw a fortress, highly protected with walls. There was also a drawbridge. With curiosity leading me, I walked over the drawbridge toward the fort. Suddenly, flying monkeys bombarded me and I was sent screaming back toward the forest.

1. **Underline or highlight the sentence in this passage that you found most memorable. What makes this sentence good?**

2. **Which words are the clearest and most specific substitutes for the underlined words walked into?**

- a. realized I was in
- b. pranced into
- c. came into
- d. found myself in

Write a more precise verb for *walked* in the last sentence.

3. **This passage most likely comes from a(n) _____.**
a. memoir b. biography c. fictional narrative d. editorial

Chomp 50

1. When using pronouns, they must agree. Correct the pronoun shift in the following sentence.

We were bored so we decided to go see a movie, but the line for tickets would have made you late.

2. Combine the following short, choppy sentences into longer, more interesting sentences.

My dog Buster has an imaginary friend.

We named him Pork Chop.

Buster chews on Pork Chop's ears.

Pork Chop makes messes.

Buster gets the blame for the messes.

3. The following sentence is not clear because the pronoun it could be referring to the car or the radio. Correct the sentence on the line below.

Take the radio out of the car and fix it.

Chomp 51

Chocolate

Oh, there is no other stress reliever
Quite like you.
When I take that first soft bite,
Relaxation fills me.
There is no other addiction
Quite like you.
No other candy is so perfect
Your sweetness indulges me.
There is no other craving
Quite like you
You light up my taste buds
As you melt in my mouth.
Such a desirable, delicious treat.
You are sweet as brown sugar
Soft, dark, and creamy.
There is no other desire
But for you.
You give a taste of heaven
And leave your smell to linger.
There is no other treasure
Quite like you.

1. A refrain is a phrase, line, or group of lines repeated at intervals throughout a poem, generally at the end of the stanza. What is the poem's refrain?

2. What is the author's purpose?

- a. to entertain the reader with a story about chocolate
- b. to describe chocolate in a way that gives tribute to it
- c. to persuade everyone to eat chocolate
- d. to inform the reader about the contents of chocolate

3. What five things does the speaker say about chocolate? There is no other _____ like you.

Chomp 52

“I’ve got to tell the principal,” Steven thought. He had just witnessed an eighth grader push a small sixth grader into a locker. He was afraid the eighth grade bully would come after him, so before telling the principal, he confided in his friend, Quincy, “If I do something about this, then I’ll be known as a snitch.”

“If you don’t do something, then this bully will most likely harm someone else! It seems to me that you don’t have a choice,” responded Quincy.

Butch was the acknowledged bully of the school. He was a big, hulking fellow, with a heavy figure and a repulsive face. He had small beady eyes which emitted a cold and menacing light. He was more than a match for any of his fellow-pupils, and he used his physical strength to abuse and intimidate the smaller boys.

Steven knew that Quincy was right. He just hoped he wouldn’t have to face the hulking despot the next day.

1. Which of the following best describes how Steven responds to conflict?

- a. He is easily distracted.
- b. He relies on others for help.
- c. He questions his own decisions.
- d. both b and c

2. Look up the underlined word *despot*. Why is this an appropriate word to describe Butch?

3. Explain the underlined sentence from the passage.
Butch was the acknowledged bully of the school.

Chomp 53

Everyone knows, who lives in the country, what a chimney-swallow is. They are among the birds that seem to love the neighborhood of man. There are many birds that nestle confidently in the protection of their superiors and are seldom found nesting or breeding far from human habitations.

The wren builds close to your door. Sparrows and robins, if well treated, will make their nests right under your window, in some favorite tree, and will teach you, if you choose to go into the business of how to build birds' nests.

A great deal of politeness may be learned as well. The female bird is waited upon, fed, cheered with singing, during her incubation, in a manner that might give lessons to the household. When she needs exercise and recreation, her husband very demurely takes her place, and keeps the eggs warm in the most gentlemanly way.

Barn-swallows have a very sensible appreciation of the pleasures of an ample barn. A barn might not be found quite the thing to live in, but it is one of the most charming places in a summer-day to lounge, read, or nap in.

And, as you lie on your back upon the sweet-scented hay or upon clean straw thrown down on the great floor, reading books, it is very pleasant to see the flitting swallows glance in and out, or course about under the roof, with motion so lithe and rapid as to seem more like the glancing of shadows than the winging of birds. Their mud-nests are clean, if they *are* made of dirt; and you would never dream, from their feathers, what sort of a house they lived in.

-From Chimney Swallows by Henry Ward Beecher

1. Put the underlined portion of paragraph one in your own words

2. According to the passage, what may humans learn from the wrens?

- a. how to feed baby birds
- b. how a husband should treat his wife
- c. how to fly
- d. both a and b

3. In what type of “house” do the swallows live and why would one “never dream” that they live in such a house?

Chomp 54

Fitness and Health
Vol. 87, No. 5, June 2002

3	Authors	
5	Your Healthy Weight.....	Natali Roberts
11	An Eating Healthy Lifestyle.....	Agatha Phillip
18	Walk Your Way Fit.....	Gina Burguson
21	Skin Cancer Awareness.....	Holli Hoops

1. Use the table of contents above to answer the following questions.

- What is the name of the magazine? _____
- Who is the author of the article entitled “Walk Your Way Fit”?

- In what month and year was the magazine published? _____
- How many pages is the article “Your Healthy Weight”? _____

2. Personify the following:

- ice
- sun
- blanket
- cloud

3. You are writing a report on the National Basketball Association. Which of the following sources would most likely not contain bias?

- an encyclopedia article
- an article in *Sports Illustrated* written by a NBA player
- an editorial in the newspaper on the salaries of professional athletes
- an Internet article on a fan’s perspective of the NBA

Chomp 55

1. What type of figurative language is used in the following sentence?

Alice was nervous about her speech, but her sister encouraged her to simply act naturally.

2. For each of the following nouns below, choose a verb that vividly shows how that particular object would walk, run, move, or go. Avoid the obvious words.

The kitten _____ toward the fish tank.

The wind _____.

The angry teacher _____ to her chair.

3. Complete the following similes without being cliché.

cold as _____

busy as a _____

sweet as _____

The Violet and the Bee

"And pray, who are you?"
Said the Violet blue
To the Bee, with surprise,
At his wonderful size,
In her eyeglass of dew.
"I, madam," quoth he,
"Am a publican Bee,
Collecting the tax
Of honey and wax.
Have you nothing for me?"

—John Bannister Tabb

1. What did the Violet ask the Bee?

2. What surprised the Violet?

3. What is the Violet's "eyeglass of dew"?

Chomp 57

Aladdin was the son of Mustapha, a poor tailor in one of the rich provinces of China. When the boy was old enough to learn a trade, his father took him into his own workshop. But Aladdin, being but an idle fellow, loved play more than work and spent his days playing in the public streets with other boys as idle as himself.

His father died while he was yet very young; but Aladdin still continued his foolish ways, and his mother was forced to spin cotton night and day in order to keep herself and her boy.

When Aladdin was about fifteen years old, he was one day playing in the streets with some of his companions. A stranger who was going by stopped and looked at him. This stranger was a famous African magician, who, having need of the help of some ignorant person, no sooner beheld Aladdin than he knew by his whole manner and appearance that he was a person of small prudence and very fit to be made a tool of. The magician inquired of some persons standing near, the name and character of Aladdin, and the answers proved to him that he had judged rightly of the boy. The stranger, pressing in among the crowd of lads, clapped his hand on Aladdin's shoulder, and said, "My good lad, are you not the son of Mustapha, the tailor?" "Yes, sir," said Aladdin, "but my father has been dead this long time."

"Alas!" cried he, "what unhappy news! I am your father's brother, child. I have been many years abroad, and now that I have come home in the hope of seeing him, you tell me he is dead!" And all the while tears ran down the stranger's cheeks, and his bosom heaved with sighs. Then, pulling out a purse, he gave Aladdin two pieces of gold, saying, "Take this, my boy, to your mother. Tell her that I will come and see her tonight, and sup with her." Pleased with the money, Aladdin ran home to his mother.

"Mother," said he, "have I an uncle?" His mother told him he had not, whereupon Aladdin pulled out his gold and told her that a man who said he was his father's brother was coming to supper with her that very evening. Full of bewilderment, the good woman set out for the market, where she bought provisions, and was busy preparing the supper when the magician knocked at the door. He entered, followed by a porter who brought all kinds of delicious fruits and sweetmeats for their dessert.

-From Stories from the Arabian Nights

1. According to this passage, what kind of boy was Aladdin?

Underline a portion from the passage that supports your answer.

2. What caused the magician to notice Aladdin?

3. Underline clues from the passage that help the reader know that the magician is not telling the truth.

Chomp 58

About two hours before midnight, Columbus, standing on the forecastle, observed a light in the distance, and privately pointed it out to Pedro Guttierrez, a page of the Queen's wardrobe. Guttierrez perceived it, and calling to Salcedo, comptroller of the fleet, all three saw it in motion, as if it were carried from place to place. A little after midnight, the joyful sound of "Land! Land!" was heard from the Pinta, which kept always ahead of the other ships. But, having been so often deceived by fallacious appearances, every man was now becoming slow of belief, and waited in all the anguish of uncertainty and impatience for the return of day. As soon as morning dawned, all doubts and fears were dispelled. From every ship an island was seen about two leagues to the north, whose flat and **verdant** fields, well stored with wood, and watered with many **rivulets**, presented the aspect of a delightful country.

-William Robertson

1. **This passage is about_____.**
 - a. the discovery of a new ship
 - b. the discovery of America
 - c. the Queen's wardrobe
 - d. a ship crashing on an island
2. **In the box below, explain in your own words the meaning of the underline portion of the passage.**

3. **Use context clues and/or a dictionary to find the meanings of the two bolded words in the passage.**

verdant:_____

rivulets:_____

Chomp 59

(1) One evening, as Shannon sat at the kitchen counter eating cereal, her mother walked into the room with a grave look on her face. (2) “Shannon, I have some bad news,” she said. (3) “What is it?” Shannon responded. (4) “Well, I’ve just been told that Kay is moving to another state.” (5) Kay was Shannon’s best friend. (6) Kay had been her best friend since the first grade. (7) With tears quickly filling her eyes, Shannon was very sad and pleaded, “But why?”

**1. Where does the writer need to start new paragraphs?
Explain why.**

2. Which portion from the passage is redundant?

- a. with a grave look on her face
- b. since the first grade
- c. Shannon was very sad
- d. “But why?”

3. Which is the BEST way to combine sentences 5 and 6?

- a. Kay was Shannon’s best friend and had been her best friend since the first grade.
- b. Since the first grade, Kay had been Shannon’s best friend.
- c. Friends since the first grade, Kay and Shannon were best.
- d. In the first grade, Kay and Shannon became best friends.

Chomp 60

1. Build sentences containing the following adverbs.

slowly, loudly, strongly, frequently, always

1.

2.

3.

4.

5.

2. Correct the following sentence.

Its a beautiful day outside because the sun is out and there is a slight breeze.

3. Correct the following two sentences.

Them shoes are to small for my little brother.

I was awake when he come home last night.



The Night Has a Thousand Eyes

The night has a thousand eyes,
And the day but one;
Yet the light of the bright world dies
With the dying sun.

The mind has a thousand eyes,
And the heart but one;
Yet the light of a whole life dies
When love is done.

-Francis Bourdillon

1. What are the eyes of the night?

2. What is the eye of the day?

3. In which line are we told what the eye of the heart is? Do you agree with this? Explain why or why not.

Chomp 62



Six of the sailors and I let down one of the small boats, and, getting into it, rowed away from the ruined vessel and the dangerous rock. We rowed until we were so tired we could no longer hold the oars; then we were obliged to allow our boat to go as the waves carried it.

Suddenly there came another violent gust of wind from the north, and our small boat was at once overturned. I do not know what became of my unfortunate companions, but I fear all must have been drowned. I was a good swimmer, and I swam for my life. I went the best way I could, pushed forward by wind and tide. Sometimes I let my legs drop to see if my feet touched the bottom, and when I was almost overcome and fainting, I found to my great joy that I was out of the deep water and able to walk.

By this time the storm was over. I walked about a mile, until I reached the shore, and when I stood upon land, I could not see a sign of any houses or people. I felt very weak and tired so I lay down upon the grass, which was very short and soft and soon fell into a sound sleep.

In a little while I felt something alive moving on my left leg. This thing came gently forward over my breast and almost up to my chin. Bending my eyes downward as much as I could, I saw a tiny human creature, not more than six inches high, with a tiny bow and arrow in his hands. While I gazed in astonishment, forty more of the same kind followed the first. I called out so loud in my amazement that they all ran back in a fright, and I felt them leaping from my sides to the ground. However, they soon returned, and one of them came up so far as to get a full sight of my face. As he looked at me, he held up his hands and cried out in a shrill but distinct voice, “Hekinah degul!” Of course I did not understand what this meant, but from the tone in which it was said I thought it must express admiration for me.

-From Gulliver's Travels by Jonathan Swift

1. When the story begins, what has happened to the narrator and the six sailors?

2. What happens to the narrator and the other six sailors after their boat is overturned?

3. How does the narrator think that the tiny humans feel about him?

Underline a sentence from the passage that supports your answer.

Chomp 63

Did you know that lobsters may travel three or four miles in a single day? Lobsters use four of its five pairs of legs for walking. It uses the other pair for catching food. The legs in this pair have big claws at one end. One claw is larger than the other, and it crushes the food. The other claw catches and holds the food.

1. What is the main idea of this passage?

- a. Lobsters are eaten by many kinds of animals.
- b. A lobster spends most of its time walking.
- c. One claw is bigger than the other.
- d. A lobster uses its legs and claws in different ways.

Lobsters are found in all oceans. They live on rocky, sandy, or muddy bottoms from the shoreline to beyond the edge of the continental shelf. They generally live singly in crevices or in burrows under rocks.

2. Under which of the following headings would the above information appear?

- a. Longevity
- b. Ecology
- c. Food
- d. Description

3. True or False? Lobsters are only found in the Atlantic Ocean.

Chomp 64

Read the beginning of Tony’s essay.

Imagine how fun it would be to have a class pet snake. Every science class should have a pet snake.

Students can learn a lot about reptiles by examining a snake every day in class. First of all they can study its sleeping habits. Watch it eat. Second of all, students could take turns holding it in class. Third of all, students could use a journal to record the changes in size of the snake as it grows. It would help us learn the stuff about reptiles without the teachers always teaching it. It is a better way of learning.

1. **Tony’s introduction is weak. He needs to expand his imagine statement to gain his reader’s attention and allow him/her to “see” the benefit and fun of having a pet snake in a classroom setting. Rewrite his introduction adding these details.**

2. **Which sentence does not belong in this paragraph? Underline it. Why does it not belong in this paragraph?**

3. **Which sentence is a fragment? Circle it and revise it on the line below.**

Chomp 65

1. In the words *portable* and *transport*, what does the root **-port-** mean?

2. Choose the correct pronoun in the following sentences.

No one is more concerned about my grade than (she, her, herself).

People asked Jon Grady and (he, him, himself) to raise the flag.

3. In the box below, explain the difference between the following two sentences.

Candy Corn which has been around for years is delicious!

Candy Corn, which has been around for years, is delicious!

Chomp 66



There was an old man from Peru
Who dreamed he was eating his shoe
He awoke with a fright
In the middle of the night
And found that his dream had come true!

There was a young lady named Bright,
Who traveled much faster than light.
She started one day
In the relative way,
And returned on the previous night!

1. These poems are called limericks. What is the rhyme scheme?

2.What do you notice about the length and rhythm of each limerick?

3.Write your own limerick. Limericks are meant to be lighthearted and humorous, not serious or sad. Follow the rhyme scheme and meter. Line one has been started for you.

There once was a _____ from _____

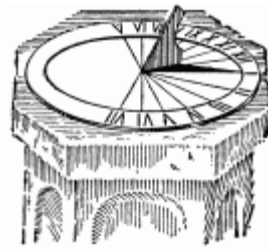
Chomp 67

I will never forget our tree house. We built it about six feet off of the ground, and part of it looked over the creek. Boy, did we work hard on making it neat! One wall was made of pure bamboo sticks that we found and cut down ourselves. We nailed small boards up the tree to serve as our steps into the house, and a toilet seat had to be opened to crawl up into it. It had a roof, small windows with curtains, and even a pulley. It was the best and not bad construction for twelve-year olds!

- 1. This passage is most likely from_____.
 - a. a memoir
 - b. a character sketch
 - c. an autobiography
 - d. a research paper
- 2. What is the author’s purpose in this passage?
 - a. to entertain with a story about an incident at a tree house
 - b. to persuade the reader to build a tree house
 - c. to inform the reader about how to build a tree house
 - d. to describe the narrator’s childhood tree house

3. Using the text to support your answer, list two or three adjectives to describe the tree house.

Word	Text to support



HOW TO MAKE A SUN-DIAL

Did you ever think how hard it would be to get along without clocks? At almost every city street corner we can look at a clock; every railway station, every post office, every schoolhouse, has at least one; and everybody's house contains one or more. And at that, boys and girls are sometimes late for school.

No, we certainly couldn't manage without these useful mechanisms; and yet, there was a time, not so many centuries ago, either, when they were a rare possession; and a time before that when they had not yet been invented. What did our far-off ancestors do?

Let us pretend that we are going for a walk in the beautiful garden of a country mansion. Here in the midst of a rose bed stands a low stone pillar, with an upright, triangular piece of metal attached to its top near the center, and some figures marked in a circle around the edge.

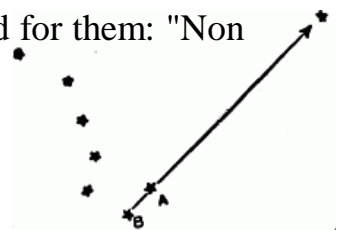
This is a sun-dial. The owner of the garden has it here for a pretty ornament; but in the old times, before the days of clocks, people told the time by means of sun-dials, judging the hour by the position of the shadow cast by the piece of metal upon the stone. If you would like, just for the fun of it, to have such a sun-clock in your own little garden, there is a very easy way to make one.

Choose a spot of ground that is perfectly flat, where the sun shines all day long. Set up a post four or five inches thick. Make it stand perfectly firm and straight. Now find a thin, flat piece of board—a box top or a shingle will do—and nail it like a table top on to the top of the post. After these preparations have been made, you must wait for a clear, starry night when you can go out and find the North Star. The way to do this is by looking at the "Big Dipper", the group of stars that of course you know.

The two stars marked A and B (diagram below) are called the "Pointers"; and, looking in the direction of the arrow, the next star in line with them is the North Star. Take a straight, thin stick, and fasten it to the center of the top of the post, slanting it so that it will point directly at the North Star. That is all you can do until the next day.

At twelve o'clock, if the sun is bright, you will find your slanting stick casting a shadow on the piece of board. Mark the line where it falls, and put the figure 12 upon it, to show that this line belongs to twelve o'clock. Do the same thing at one, two, and three o'clock, and so on through the afternoon. In the same way, the next day, you can mark the morning hours.

If you like, you can print on your sun-dial the motto that is often used for them: "Non horas sed serenas", which means "I mark none but sunny hours".



1. What did our ancestors use instead of a clock? _____

2. According to this passage, how can you find the North Star? _____

3. How did people tell time by using sun dials?

Should students be allowed to chew gum in class?

1. If you were writing an argumentative essay on this topic, and your claim was that students should not be able to chew gum in class, which of the following would you not include in your essay?
- a. Gum can be messy because students stick it under their desks.
 - b. Gum can be distracting because students smack it and pop bubbles.
 - c. Gum can help students focus because it aids in concentration.
 - d. Gum comes in many different flavors and is inexpensive.

2. If your claim was in favor of students being able to chew gum in class, what reasons could you use to support it? (List three reasons below.)

Reason 1	Reason 2	Reason 3

Researchers at the Baylor College of Medicine took 108 eighth-grade math students from a Houston, Texas charter school and divided them into two groups, following them for 14 weeks. One group chewed gum while doing homework and during test-taking situations. The other group did not chew gum at all. The results were surprising. The gum-chewing students had a 3 percent increase in their standardized math test scores compared with those who did not chew gum. Also, the students who chewed gum had better final grades compared with the non-chompers.

3. If you were going to use the information above, what would your claim be?
- a. Chewing gum in class is wrong.
 - b. Students should be allowed to chew gum in class.

Chomp 70

- 1. Combine the following sentences. Write your sentences on the lines provided.**

Every day I eat fast food. I want to start eating healthier.

I am exercising more. I am exercising more than I did last year. It is paying off.

- 2. In the box below, explain the difference between the following two sentences.**

Let's eat Grandma.

Let's eat, Grandma.

- 3. Expand the following sentence by adding adjectives or adverbs.**

Dionne planted a garden.



Balloon

Float away, high in the clouds
But carry my dreams with you.
Soar above the Earth and sky,
But carry my dreams with you.

Full of air, you glide along,
And carry my troubles upon you.
Round and red a string trails behind
And eyes are drawn upon you.

Trapped in a tree, you strain to let go,
And continue your dance of freedom
Yet all must end, your time has passed
But I thank you for bringing me courage.

1. **When the balloon floats and “dances”, it is a symbol of_____.**
 - a. hope and freedom
 - b. imagination and creativity
 - c. sacrifice and mercy
 - d. jealousy and ignorance
2. **What is the author’s purpose of repeating the words “but carry my dreams with you”?**
 - a. to show the age of the speaker
 - b. to describe the importance of the balloon to the speaker
 - c. to give the poem a humorous tone
 - d. to emphasize the symbol of hope that the balloon represents
3. **What words best describe the speaker in this poem?**

a. childlike then mature	b. childlike then hopeful
c. troubled then angry	d. troubled then hopeful

Chomp 72



The great error in Rip's character was an intense dislike of all kinds of profitable labor. It could not be from lack of trying or determination; for he would sit on a wet rock and fish all day without a murmur, even though he should not be encouraged by a single nibble. He would carry a fowling-piece on his shoulder for hours, trudging through woods and swamps, and uphill and down dale, to shoot a few squirrels or wild pigeons. He would never refuse to assist a neighbor even in the roughest toil, and was a foremost man at all country frolics for husking Indian corn or building stone-fences. The women of the village, too, used to employ him to run a multitude of errands, and to do such little odd jobs as their less obliging husbands would not do for them. In a word, Rip was ready to attend to anybody's business but his own; but as to doing family duty, and keeping his farm in order, he found it impossible. -From *Rip Van Winkle* by Washington Irving

- 1. What two words would you use to describe Rip?**
Support each choice with evidence from the text.

_____ : _____

_____ : _____

- 2. Use context clues to define each underlined word. Use a dictionary to check your choices.**

fowling-piece : _____

dale : _____

toil : _____

obliging : _____

- 3. How do you think Rip's family most likely felt about his behavior?**
_____ **Underline a sentence from the text that supports your answer.**

Chomp 73



When I was a boy of seven years old, my friends, on a holiday, filled my pocket with coppers. I went directly to a shop where they sold toys for children, and being charmed with the sound of a whistle, that I met by the way in the hands of another boy, I voluntarily offered and gave all my money for one. I then came home, and went whistling all over the house, much pleased with my whistle, but disturbing all the family. My brothers, and sisters, and cousins, understanding the bargain I had made, told me I had given four times as much for it as it was worth; put me in mind what good things I might have bought with the rest of the money; and laughed at me so much for my folly, that I cried with vexation; and the reflection gave me more chagrin than the whistle gave me pleasure.

This, however, was afterwards of use to me, the impression continuing in my mind; so that often, when I was tempted to buy some unnecessary thing, I said to myself: "Don't give too much for the whistle;" and I saved my money.

As I grew up, came into the world, and observed the actions of men, I thought I met with many, very many, who gave too much for the whistle.

When I saw any one fond of popularity, constantly employing himself in politics, neglecting his own affairs and ruining them by that neglect, "He pays, indeed," said I, "too much for his whistle."

If I saw one fond of fine clothes, fine furniture, fine horses, all above his fortune, for which he contracted debts and ended his career in poverty, "Alas!" said I, "he has paid dear, very dear, for his whistle."

In short, I believed that a great part of the miseries of mankind were brought upon them by the false estimates they had made of the value of things, and by their giving too much for their whistles.

BENJAMIN FRANKLIN

1. Who is the narrator of this passage? _____

This passage most likely is from a _____.

- a. biography
- b. memoir
- c. encyclopedia entry
- d. novel

2. Using context clues, define each of the underlined words in paragraph one. Then, use a dictionary to confirm your answers.

3. Explain how the narrator's brothers, sisters, and cousins ultimately helped him. What is meant when the narrator says, "pays too much for a whistle"?

Chomp 74

Use this information to answer the next question.

Write About A Famous Athlete

For his health class, Courtland has to write a five-page essay about a famous athlete. Students must include information about the athlete's early life, personal life, and most notable accomplishments. The athlete can be living or dead. Each student has to share his paper with the class by doing a report. Courtland has chosen Jackie Robinson for his paper.

1. Which of the following would **not** be a question on which Courtland should focus during his research?
 - a. How did Jackie Robinson gain his interest into sports?
 - b. What were some of Jackie's most notable athletic accomplishments outside of baseball?
 - c. Where was Jackie born and raised?
 - d. Who is a modern day athlete that can be compared to Jackie

2. Courtland is looking for information about Jackie Robinson's life. What is the *best* resource for Courtland to use to get started?
 - a. a book called *Understanding Baseball*
 - b. a video called *The Life of Jackie Robinson*
 - c. a newspaper obituary from Jackie Robinson's death
 - d. a magazine review of Jackie Robinson's final season with the Dodgers

3. If Courtland wants to use the Internet to find information, what keywords would produce the *best* results?
 - a. "Dodgers" and "baseball"
 - b. "Jackie Robinson" and "life"
 - c. "famous baseball players"
 - d. "baseball" and "athletes"

Chomp 75

(1) The **Philadelphia Phillies** are a Major League Baseball team. (2) They are the oldest continuous, one-name, one-city franchise in all of professional American sports, dating to 1883. (3) The Phillies are a member of the Eastern Division of Major League Baseball's National League. (4) Since 2004, the teams home has been Citizens Bank Park in the South Philadelphia section of the city.

(5)The Phillies have won two World Series championships (against Kansas City in [1980](#) and Tampa Bay in [2008](#)) and seven National League pennants, the first of which came in 1915. (6) The franchise has also experienced long periods of struggle. (7) Once the modern World Series began in 1903, it took the Phillies seventy-seven years from that point to win their first World Series. (8) This was longer than any other of the sixteen teams that made up the major leagues for the first half of the 20th century. (9) The seventy-seven years of drought is the fourth longest World Series drought in Major League Baseball history. (10) The longevity of the franchise and its history of adversity have earned it the dubious distinction of having lost the most games of any team in the history of American professional sports. (11) Over the years, the Phillies has performed much better in recent seasons, winning five consecutive division titles from 2007 through 2011.

1. Which of the following is the correct way to write the beginning of sentence eleven?

- a. Over the years the phillies has performed much better in recent seasons...
- b. Over the years, the phillies have performed much better in recent seasons...
- c. Over the years the Phillies has performed much better in recent seasons...
- d. Over the years, the Phillies have performed much better in recent seasons...

2. How should sentence four be edited?

- a. Since 2004, the team's home has been Citizens Bank Park in the [South Philadelphia](#) section of the city.
- b. Since 2004, the teams' home has been Citizens Bank Park in the [South Philadelphia](#) section of the city.
- c. Since 2004, the teams home has been Citizen's Bank Park in the [South Philadelphia](#) section of the city.
- d. Since 2004, the teams home has been Citizens' Bank Park in the [South Philadelphia](#) section of the city.

3. What is meant by the underlined phrase?

- a. It is doubtful the Phillies have lost the most games.
- b. The Phillies are well known for something not desirable.
- c. It has been a long time since the Phillies won a game.
- d. The Phillies are well known for doubting their success.



The Wind's Visit

The wind tapped like a tired man,
 And like a host, "Come in,"
 I boldly answered; entered then
 My residence within

 A rapid, footless guest,
 To offer whom a chair
 Were as impossible as hand
 A sofa to the air

 No bone had he to bind him,
 His speech was like the push
 Of numerous humming-birds at once
 From a superior bush.

 His countenance a billow,
 His fingers, if he pass,
 Let go a music, as of tunes
 Blown tremulous in glass.

 He visited, still flitting;
 Then, like a timid man,
 Again he tapped – 'twas flurriedly –
 And I became alone.

- Emily Dickinson

host: a person who allows a guest into his/her house

bind: to hold something together

billow: a large, moving cloud

flitting: moving around quickly and randomly

residence: a person's house

countenance: a person's face

tremulous: trembling and nervous

flurriedly: in a quick manner, like snow flurries

1. Who is the guest? _____

The poet's use of personification makes the guest seem _____.

2. Why is the speaker of this poem alone at the end?

3. In your own words, describe the sound the wind made in the fourth stanza. In your response, explain why the simile is effective.

Chomp 77

Jim, was setting in the kitchen door; we could see him pretty clear because there was a light behind him. He got up and stretched his neck out about a minute, listening. Then he says:

"Who dah?"

He listened some more; then he come tiptoeing down and stood right between us; we could a touched him, nearly. Well, likely it was minutes and minutes that there warn't a sound, and we all there so close together. There was a place on my ankle that got to itching, but I dasn't scratch it; and then my ear begun to itch; and next my back, right between my shoulders. Seemed like I'd die if I couldn't scratch. Well, I've noticed that thing plenty times since. If you are with the quality, or at a funeral, or trying to go to sleep when you ain't sleepy—if you are anywheres where it won't do for you to scratch, why you will itch all over in upwards of a thousand places. Pretty soon Jim says:

"Say, who is you? Whar is you? Dog my cats if I didn' hear sumf'n. Well, I know what I's gwyne to do: I's gwyne to set down here and listen tell I hears it agin."

-From *Huckleberry Finn* by Mark Twain

1. In the end, what is Jim saying to the boys?

- a. He is going to get his dog and cats to play with him.
- b. He is going to try to destroy the boys if he sees them.
- c. He is going to sit in that spot and listen for more noise.
- d. He is going back into the kitchen and call Wayne.

2. What type of figurative language does the author employ when the speaker is describing his scratch?

- a. simile
- b. personification
- c. oxymoron
- d. hyperbole

3. Which of the following is NOT a time or place the speaker thinks it would be inappropriate to scratch?

- a. when with important people
- b. while at a funeral
- c. while attempting to sleep while not sleepy
- d. while jumping a thousand times

Chomp 78



Golf is a precision club and ball [sport](#) in which competing players (or [golfers](#)) use many types of [clubs](#) to hit [balls](#) into a series of holes on a course using the fewest number of strokes.

It is one of the few [ball games](#) that does not require a standardized playing area. Instead, the game is played on a [golf course](#), generally consisting of an arranged progression of either 9 or 18 "holes". Each hole on the course must contain a "tee box" to start from and a "putting green" with the actual hole, and there are various other standardized forms of terrain in between such as the fairway, rough, and hazards, but each hole on a course and indeed among virtually all courses is unique in its specific layout and arrangement.

Golf competition is generally played for the lowest number of strokes by an individual, known simply as [stroke play](#), or the lowest score on the most individual holes during a complete round by an individual or team, known as [match play](#). Stroke play is the most commonly seen format at virtually all levels of play, although variations of match play such as "skins" games are also seen in televised events. Other forms of scoring also exist.

1. What is the main idea of this passage?

- a. Golf is a game that can be played by an individual or a team.
- b. A golf course usually has 9 or 18 holes and includes things such tee boxes and a fairway.
- c. Golf is a game requiring precision and the use of a club and a ball.
- d. The winner of a game of golf is the person with the lowest number of strokes.

2. What would be the heading of this passage in an encyclopedia?

- a. History of Golf
- b. Golf Basics
- c. Rules of Golf
- d. Strokes of Golf

3. Complete the following chart to show the contrast of golf with baseball or softball.

	Golf	Baseball / Softball
equipment		
playing location		
determining winner		
players		

Chomp 79

Use this information to answer the next two questions.

Davis’s English teacher wants everyone in the class to write an essay that answers the following question.

Should high school graduates be required to wait one year before entering college? Explain why or why not.

1. What is the *best* way for Davis to get started on his essay?

- a. ask his friends how they’re going to answer the question
- b. create an outline based on opinions in the community
- c. look up different types of colleges on the Internet
- d. think about the topic and jot down some pros and cons

2. In order to be effective, what will Davis’s paper need to be?

- a. narrative
- b. persuasive
- c. informational
- d. argumentative

3. What would your “claim” be for this prompt? List some of your reasons for or against requiring a one year waiting period before entering college.

Reasons for	Reasons against

Chomp 80

The following is from a writer’s rough draft of an essay. Read the excerpt. Then, rewrite it, correcting the errors and making changes in word choice, sentence fluency, and voice. Be sure to add concrete details and examples where possible.

Imagine texting, playing the PlayStation, chewing gum, and playing football outside. That’s what it would be like if I were a teacher for a day.

First of all, if I were a teacher for day, I would treat my students with respect. I would also treat my students fair. Nobody would get into trouble. They would be able too talk without getting in trouble. I would laugh and cut up with my students and they would have a great time.

Next, if I could be a teacher for one day, I would teach Social Studies. I would let them watch videos. I would not give out tests. I would let me students play games. They could play basketball with paper and a trash can. They could also play paper football. So, I would have a good time teaching.

2. Which underlined word(s) contains an error in capitalization? _____

3. Highlight or underline the added details in your rewritten paragraph.

Chomp 81

Spring

New buds open as the birds cheer them on
Spring has arrived.

A soft breeze blows and the brown leaves have gone away
Spring has spoken.

Baseball is played while lemonade stands prevail
Spring has smiled.

Green grass grows as children swing outside
Spring has come to rest.

1. What is being personified in this poem?

Write the poem without the personification.

2. From whose point of view is the poem told?

3. Use context clues to figure out the meaning of the underlined word *prevail*.

Chomp 82

There once was a frightful prince who lived in an unsightly castle and was known for his ugly beard. One warm, spring morning, the prince awoke around six o'clock in the morning to prepare for the pie eating contest sponsored by the king. The prince was to be a contestant at the courtyard contest. To his surprise, during the contest, his dreadful beard concealed much of the pie, allowing him to gain the lead. When it was all over and he had the first place gold metal hanging around his neck, he was proud of the hair on his chin. “My pretty ugly beard came in handy today!” he thought to himself.

1. Which of the following does not contribute to the setting of the story?

- a. There once was a frightful prince who lived in an unsightly castle.
- b. The prince awoke around six o'clock.
- c. The prince was to be a contestant at the courtyard contest.
- d. To his surprise, during the contest, his dreadful beard concealed much of the pie.

1. Determine the theme of the passage. _____

3. What is the meaning of the figurative language in the underlined sentence? _____

Chomp 83

Everyone should own a cat. They make wonderful companions and will always appreciate your time and love. Why get a time consuming dog that you have to train and take on long walks? There is a good reason why so many people adore their cats. They are truly loyal and loving animals. They are also very neat and even clean themselves! If you do not own a cat, you are missing out on a special and unique pet!

1. What is the author of this passage mainly trying to persuade us to believe?

- a. Cats are better than dogs.
- b. Everyone should own a cat.
- c. Cats rule and dogs drool.
- d. Cats are very clean animals.

2. Without including your own opinion, explain the central idea of the passage. Be sure to use specific details to support your response.

3. Are the claims the author provides in the passage supported by reasons and evidence or not? If not, explain what makes the passage believable?

Chomp 84

Should schools add more days to improve learning?

1. If you were writing an argumentative essay on this topic, and your claim was that schools should not add more days, which of the following would you not include in your essay?
- a. statistics that show the cost and financial burden of adding school days
 - b. the fact that sometimes more school days cause hardships on parents
 - c. the fact that more school days decrease opportunities for extra curricula activities
 - d. statistics that show that more school days increase student achievement

2. If your claim was in favor of more school days, what reasons could you use to support it? (List three reasons below.)

Reason 1	Reason 2	Reason 3

U.S. Secretary of Education Arne Duncan has made clear his view that “our school day is too short; our week is too short, our year is too short.”
"Education Next." RSS. N.p., n.d. Web. 20 July 2013.

3. If you were going to use the information above, what would your claim be?
- a. More school days would be useless and harmful.
 - b. More school days would be beneficial.

Chomp 85

A denotation is the dictionary definition of a word.

A word's connotation is all of the emotions and ideas that we associate with it. For example, the words *skinny* and *thin* both mean the same thing, but the word *thin* has a more positive connotation than *skinny*.

- 1. For these conditions, write a word with a positive connotation and then write a word with a negative connotation.**

Condition	Word with positive connotation	Word with negative connotation
Someone who is outspoken		
Someone who is careful with his/her money		

- 2. Write a sentence for each of the following words.**

arrogant _____

confident _____

- 3. Replace each of the following words with a word that has a positive connotation.**

weird _____

nosy _____

Tomorrow

Where does tomorrow come from?
Where did yesterday go?
Do they move from east to west?
Does anybody know?

Is it a question unanswered?
Or is the answer quite clear?
Where does tomorrow come from?
Is it far – or near?

I want to know where yesterday went,
And if it moves along!
Is my tomorrow someone's yesterday?
Or have I got it all wrong?

I wish I could catch it before it goes,
And keep it with me all day.
Then when nighttime comes at last,
I'd let yesterday slip away.

Where does tomorrow come from?
Where did yesterday go?
Do they disappear after they're done?
Gone like a river's flow!

- 1. Label the rhyme scheme of this poem.**
 - 2. In the fifth stanza, the author uses a simile. Explain the impact this simile has on the idea of yesterdays disappearing.**
-
-

- 3. Create a new title for this poem.**
-

Chomp 87

“When Katherine Lenski decides to join the class, we will continue with our studies!” Mrs. Owen’s voice pierced through Katherine’s thoughts. She snapped out of her reverie, and managed to stutter out, “Ma’am? Oh! Yes, ma’am I’m here!” Her outburst was too much for her sixth grade class. They hooted with laughter, and Katherine felt her cheeks turn as scarlet as her friend Beth’s turtleneck. Her mind raced frantically, “Katherine, oh, Katherine! Dreaming again! And in Mrs. Owen’s class of all places!”

1.Explain how the author develops the characters in this passage.

Katherine: _____

Mrs. Owen: _____

2. What does the underlined word *reverie* mean?

- a. school work
- b. seat
- c. trance
- d. anger

3. Explain the effect that the figurative language in the passage has on the portrayal of Katherine.

Chomp 88

The word “masquerade” comes from the French word for “mask”. A masquerade is a party or carnival where people wear masks and fancy costumes to keep others from knowing who they are. Although these parties have been around since the 15th century, a new resurgence of masquerade balls began in the late 1990s in North America. They still take place today, though in modern times the party atmosphere is emphasized and the formal dancing usually less prominent. Less formal "[costume parties](#)" may be a descendant of this tradition. The most fun part of a masquerade is when everyone takes off his/her mask. There are sure to be surprises.

1. What is the passage mostly about?

- a. The history of masquerades
- b. Where masquerades take place
- c. What are masquerades?
- d. Hosting a masquerade party

2. Which of the following text structures is used to organize the above passage?

- a. problem and solution
- b. compare and contrast
- c. cause and effect
- d. description

The Last Masquerade

A wan new garment of young green
Touched, as you turned your soft brown hair
And in me surged the strangest prayer
Ever in lover's heart hath been.

That I who saw your youth's bright page,
A rainbow change from robe to robe,
Might see you on this earthly globe,
Crowned with the silver crown of age.

Your dear hair powdered in strange guise,
Your dear face touched with colors pale:
And gazing through the mask and veil
The mirth of your immortal eyes.

-[Gilbert Keith Chesterton](#)

3. Figure out the meaning of this poem. Make sure to pay attention to the title. Use information from the passage above as well.

Chomp 89

Read the following paragraph from a student's narrative. Then answer the questions.

First of all, if schools provided fast food, students would not complain about food they must eat. They would eat their own choice of fast food. The fast food would be a better choice of a meal. There would be less mess because students would eat all of their food. There would be many more varieties to pick to eat.

- 1. The word *eat* is used in different forms four times in this passage. Cross out three of these and replace them with a different verbs for eat. Try to change some of the other repetition as well – like *fast food*.**
- 2. Provide a counterargument for this paragraph. Why should fast food not be served in schools?**
- 3. This passage begins with the transition phrase *First of all*. List some other transition words that can be used in an essay.**

Chomp 90

Rewrite the following sentences to correct errors in the use of pronouns.

1. **My mom gave my brother and I some candy.**

2. **He hisself made the science project.**

3. **Each student should bring their own lunch for the field trip.**

Chomp 91

After I
Finish with practice

After I
Finish my homework

After I
Take my dog for a walk

After I
Eat supper

After I
Say hello to dreams

I'm ready
To begin it all again

- 1. Why did the author most likely write only two words on the first line of each verse?**
 - a. because he/she wanted to create rhyme
 - b. because he/she wanted to write a short poem
 - c. because he/she wanted the reader to follow the flow of the poem
 - d. because he/she wanted to include a theme

2. Write a title for this poem.

3. State the theme or message of this poem in your own words.

Chomp 92

“My life will never be the same,” thought the pirate as he fell asleep under a coconut tree. His ship had sunk, and he was now stranded on a deserted island. Although he did not have any supplies, he was determined to find a way to survive. He took a coconut and tried to bust it open, but that task was a complete farce-his slamming and hitting did not even leave a dent in the tough fruit.

The first morning he awoke on the island brought with it a life-threatening challenge. The wind was blowing extremely hard, and the sea raged around him. Looking at the clouds, the pirate knew that a storm was on its way. “I must find shelter,” said the pirate, and his parrot echoed, “Shelter...Shelter.”

1. **What type of major conflict is in this story excerpt?**
 - a. man vs. man
 - b. man vs. nature
 - c. man vs. himself
2. **Use context clues to figure out the meaning of the underlined word *farce*. Choose the meaning from the following choices.**
 - a. a ridiculous situation
 - b. a fruit with a hard shell
 - c. a secret
 - d. a blessing in disguise
3. **From this passage, it seems as if the pirate is_____.**
 - a. resourceful
 - b. determined
 - c. afraid
 - d. annoying

Chomp 93

Some people believe George Herman “Babe” Ruth was the greatest baseball player of all time. What many people do not know is how he got the nickname of “Babe”. Babe Ruth signed his first baseball contract with the Baltimore Orioles. Ruth’s teammates called him “Dunn’s Baby” because Jack Dunn was the owner and manager of that team. Soon, the name was shortened to “Baby”, and then later to “Babe”.

Ruth is credited with changing baseball itself. The popularity of the game exploded in the 1920s, largely due to his influence. Ruth ushered in the "live-ball era", as his big swing led to escalating home run totals that not only excited fans, but helped baseball evolve from a low-scoring, speed-dominated game to a high-scoring power game. He has since become regarded as one of the greatest sports heroes in American culture. Ruth's legendary power and charismatic personality made him a larger than life figure in the "Roaring Twenties", and according to ESPN, he was the first true American sports celebrity superstar whose fame transcended baseball. Off the field, he was famous for his charity contributions which included helping children to learn and play baseball. He has been repeatedly voted onto teams made up of the sport's greats, and is considered by many to be the greatest baseball player and hitter of all time.

- 1. Which of the following is the main idea of the first paragraph of this passage?**
 - a. Babe Ruth played every position except pitcher.
 - b. Babe Ruth was the greatest baseball player of all time.
 - c. Babe Ruth’s nickname originated from the manager of his first team.
 - d. Babe Ruth was known for his hitting.

- 2. According to this passage, which of the following best describes Babe Ruth?**
 - a. talented and intelligent
 - b. talented and compassionate
 - c. athletic yet self-centered
 - d. memorable yet shy

- 3. Use context clues to help you choose the best meaning for the underlined word *transcended*.**
 - a. went beyond
 - b. determined
 - c. decreased
 - d. trailed

Chomp 94

1. List three supporting details to support the following main idea.

All dogs in the city limits should be on a leash at all times.

-
-
-

2. Write an extended simile comparing life to a clock.

Write an extended metaphor comparing life to a clock.

3. Personify a clock.

Chomp 95

Affect means “to influence”

Effect means “the result of an action”

1. **Write one sentence correctly using the word *affect* and one sentence correctly using the word *effect*.**

Accept means “to take” or “to agree to”

Except means “other than”

2. **Write one sentence correctly using the word *accept* and one sentence correctly using the word *except*.**

Farther means “at a greater distance”

Further means “more”

3. **Write one sentence correctly using the word *farther* and one sentence correctly using the word *further*.**

Chomp 96

I Wish I Were a Hay

The grass so little has to do,
A sphere of simple green
With only butterflies to brood
And bees to entertain.

And stir all day to pretty tunes
The breezes fetch along
And hold the sunshine in its lap
And bow to everything.

And thread the dewes all night, like pearls,
and make itself so fine-
a duchess were too common
for such noticing.

And even when it dies, to pass
In odors so divine,
As lowly spices gone to sleep,
Or amulets of pine.

And then to dwell in sovereign barns,
And dream the days away-
The grass has so little to do,
I wish I were a hay!

-- Emily Dickinson

1. **According to the first stanza, the only jobs that the grass has to do are to _____ and _____.**
 - a. remain green, entertain bees
 - b. protect insects, hide bees
 - c. showcase green, fight bees
 - d. protect butterflies, entertain bees
2. **What is the poem describing?**
 - a. the many functions of grass
 - b. how to cut the grass
 - c. the relaxing life of grass
 - d. how butterflies enjoy the grass
3. **Underline or highlight lines in stanza three that personify the grass. Explain in literal terms what this personification means.**

Chomp 97

The proud father watched his two young sons race to the buoy. Minutes before, they had dove in and darted like fish to be the winner. The surface of the sea was as smooth as glass, and there wasn't a cloud in the sky. The father was just about to urge his youngest son on when a voice of terror interrupted the scene.

"A shark! a shark!" was sounded from the captain of the boat; and at the sound of these terrible words, the father lost all color in his face. At about three feet from the buoy the wake of a shark in the water could be seen, and the back of the monster was visible. Its course was for the boys.

1. What point of view is used in this passage?

- a. first person
- b. third person limited to the father
- c. third person limited to the sons
- d. third person omniscient

2. Who was winning the race between the two brothers?

Underline a sentence that supports your answer in number two.

3. What is happening at the end of the passage?

Chomp 98

Mozart Amadeus became very ill and depressed in 1791. He was deeply in debt. His health, which had never been good, was declining. Strangely, Mozart was visited by a stranger who asked Mozart to write a requiem, a musical work for a funeral. Mozart agreed to take the commission, but then he began to fear that the requiem was actually being written for his own death.

Unfortunately, his fears were justified. Mozart died in December of 1791. He was only 35 years old.

1. Use the passage to find two supporting details for the following main idea.

The last year of Mozart's life was difficult.

-
-

2. Complete the following cause/effect chart.

Cause	Effect
Mozart was visited by a stranger.	
Mozart became ill and had declining health.	

3. Use the above passage to write the denotation of the word *requiem*.

Chomp 99

1. **Revise the following sentence, and add adjectives and details that “paint a picture” in the reader’s mind.**

The alien landed on top of the school building.

2. **List three details to support the following thesis.**

Summer is the best season.

- a. _____
- b. _____
- c. _____

Ardaja had just gotten over a terrible sickness. Her doctor advised against it, but she took the trip_____.

3. **Which word or phrase could best provide a transition in this sentence that would unify its ideas with the previous sentence?**

- a. however
- b. for example
- c. as a result
- d. nonetheless

Chomp 100



Read the following paragraph from a student's narrative. Then answer the questions.

(1) My puppy Shag loves to play with me. (2) His favorite thing to do is play fetch. (3) He will fetch a stick all day long. (4) He is a very smart puppy. (5) He has learned many commands, like sitting, rolling over, and how to shake hands. (6) My brother and sister love to have Shag all by themselves.

1. What could be written instead of the underlined portion?
2. What is the best revision for sentence four?
 - a. He is a very intelligent puppy.
 - b. He is a very, very smart puppy.
 - c. When it comes to intelligence, Shag is at the top of the canine class!
 - d. Shag is so smart, he can do all sorts of interesting things.
3. Rewrite sentence six correctly on the line below.



Oh! the sea, the sea
Is the place for me,
With its billows blue and bright;
I love its roar,
As it breaks on the shore,

And its danger to me is delight.
Oh! I love the wave,
And the sailor brave,
Who often meets his doom
On the ocean vast,
And sleeps his last
In a shell and coral tomb.

And, in the night,
The moon's soft light
Smiles sweetly on the foamy billow:
And many a star,
As it twinkles afar,
Seems to rise from a watery pillow.

1. Find and circle the onomatopoeia in the first stanza. Which line from the first stanza uses alliteration?

2. In the second stanza, what does the poem suggest?

- a. Many sailors meet huge waves while at sea.
- b. Many sailors die while at sea.
- c. Many sailors fall asleep while sailing on the ocean.
- d. Many sailors wish to be buried at sea.

3. Which of the following is being personified in the last stanza?

- a. the night
- b. the moon's light
- c. the sea's foam
- d. a pillow

Chomp 102

About noon we came out upon a long, shallow sheet of water which the guide called Bloody Moose Pond, from the tradition that a moose had been slaughtered there many years before. Looking out over the silent and lovely scene, his eye was the first to detect an object, apparently feeding upon lily pads, which our willing fancies readily shaped into a deer. As we were eagerly waiting some movement to confirm this impression, it lifted up its head, and lo! a great blue heron. Seeing us approach, it spread its long wings and flew solemnly across to a dead tree on the other side of the lake...

As we proceeded it flew from tree to tree in advance of us, apparently unwilling to be disturbed in its ancient and solitary domain.

-from *The Adirondacks* by John Burroughs, from Wake Robin

1. At first, what did the narrator and those with him/her think that they saw?

2. What did the object turn out to be?

3. Which of the following explains what the underlined part means?

- a. its habitat
- b. its nest
- c. its ways and behaviors
- d. its tree

Chomp 103



Teeth are among the most distinctive (and long-lasting) features of mammal species. Some animals develop only one set of teeth (monophyodont) while others develop many sets (polyphyodont). Sharks, for example, grow a new set of teeth every two weeks to replace worn teeth.

Did you know birds do not have teeth? Because birds have no teeth, their [digestive system](#) is adapted to process food items that are swallowed whole.

Snakes have teeth with very sharp points, and poisonous snakes have special teeth called fangs.

Many kinds of fish have teeth as well. One type of fish known for its teeth is the piranha. All piranhas have a single row of sharp teeth in both jaws. The teeth are tightly packed and interlocking and are used for rapid puncture and shearing. Individual teeth are typically triangular, pointed and blade-like (flat in profile).

1. Why do sharks grow new sets of teeth every two weeks?

2. In the word monophyodont, what does the root *mono* mean? _____ What does the root *poly* mean in the word polyphyodont? _____

3. Piranhas have teeth that are all of the following except

- a. sharp b. close together c. interlocking d. smooth

Chomp 104

1. Read the following claim and choose the best evidence to support that claim.

More people are interested in voting on television talent shows than presidential politics because _____

- a. more people voted in American Idol than in the presidential election.
- b. people find talent shows more interesting than politics.

2. Chaney is researching the 2006 election of Governor in South Carolina. Which is the best unbiased source of information for her?

- a. the *Governor* entry in a 2000 encyclopedia
- b. an interview with a Republican supporter
- c. an article about the election by a Greenville, SC TV anchorman
- d. The South Carolina Democratic Party web site

I think kids should be given a water bottle in every class. It is crazy for teachers and administrators to dehydrate us every single day. Kids are so thirsty by the time they get home from school, they feel awful. I know that those students who play sports have a hard time during practice because they haven't had anything to drink all day long. Being properly hydrated helps your body function at its best. According to brain research, by the time thirst is felt, there may be a loss of body weight up to 2% from water loss, and a 10% cognitive decline may be present. Dehydration can lead to fatigue, dizziness, poor concentration and reduced cognitive abilities.

3. What is the claim in this passage? _____
Highlight the reasons and evidence that are effective. Leave the sentences that are not effective alone. Be prepared to explain why some of the sentences provide good reasons and support and others do not.

Chomp 105

Singular pronouns should refer to singular antecedents and plural pronouns should refer to plural antecedents.

Look at this example:

A game show contestant has an exciting time because they get to have fun and win great prizes!

In this example, *they* is plural and so it incorrectly refers to the singular antecedent contestant.

The sentence should be written:

A game show contestant has an exciting time because he/she gets to have fun and win great prizes!

Or

Game show contestants have an exciting time because they get to have fun and win great prizes!

And, pronouns should match in number too when a pronoun has a pronoun as an antecedent. First person pronouns (I, me, we, mine, our...); second person pronouns (you, your); third person pronouns (he, it, they, them, itself...) belong together.

Directions: Correct the inappropriate shifts in pronoun number and person in each of the following.

1.We were starving but decided to make the long drive home instead of eating because the fast options were not good for you so late.

2.Some football players are unsure what time practice is. I urged them to call your coach.

3.I feel that students should have the right to a homework free night each week if you have earned it.

Chomp 106



Life is onward: use it
With a forward aim;
Toil is heavenly: choose it,
And its warfare claim.
Look not to another
To perform your will;
Let not your own brother
Keep your warm hand still.

Life is onward: never
Look upon the past;
It would hold you ever
In its clutches fast.
Now is your dominion;
Weave it as you please;
Bid not the soul's pinion
To a bed of ease.

Life is onward: try it,
Ere the day is lost;
It hath virtue: buy it,
At whatever cost.
If the World should offer
Every precious gem,
Look not at the scoffer,
Change it not for them.

Definitions:

Toil-labor, work

Ere- before **Hath**- has

Clutches- grasp

Virtue- goodness

Dominion- place you live, territory

Scoffer- ridiculer, someone who makes fun

1. What do the words *it* and *them* refer to in the last line of the last stanza?

2. What three pieces of advice does the poem give us about life?

3. Write your own stanza. Begin it with the line *Life is onward*.

Chomp 107

I settled into the cold, leather chair just outside the assistant principal's office. The chair was like death row, a place to wait until you were called to your doom. I reached for a heavy book which sat on the corner of his desk, but it slipped and hit the floor with a loud thud-thud. As I sat there, I suddenly became extremely thirsty. I could not remember my mouth ever being so parched. The tick- tock of the clock, the slurp made by the secretary drinking her coffee, the scratching of pencil on paper all mocked my predicament, and urged the creeping insanity that was slowly overtaking me. Would he ever call my name and end this madness?

1. Which literary device is used in the following sentence?

The book hit the floor with a thud-thud.

- a. rhyme scheme b. imagery
- c. alliteration d. onomatopoeia

2. The author of this passage expresses her ideas by including...

- a. imagery, figurative language, and suspense
- b. metaphors, alliteration, and idioms
- c. foreshadowing and a humorous tone
- d. irony and hyperbole

3. After reading this passage, the reader infers that ...

- a. the narrator is waiting to ask the principal a question.
- b. the narrator is waiting to help the principal.
- c. the narrator is waiting to go home.
- d. the narrator is waiting to receive a punishment.

Chomp 108



The Grand Canyon, located in Arizona, is one of the great wonders of the world! The rims of the canyon rise up to 9,000 feet above sea level. The canyon is made up of many layers of rock, all of different colors. The contrasts in color are beautiful! Each layer has been given a name by geologists. The top layer is gray limestone and is around 350 feet thick.

Many different kinds of animals, such as mountain lions and porcupines, live in or around the Grand Canyon. There are also different kinds of birds and plants that thrive in the Grand Canyon.

1. What would be the best title of this passage?

- a. The History of The Grand Canyon
- b. Geologists Study The Grand Canyon
- c. The Grand Canyon's Rocks, Animals, and Plants
- d. The Rocks of the Grand Canyon

2. What does the underlined portion of the passage mean?

- a. the shades of red
- b. the different colors
- c. the similarities in color
- d. the boldness in color

Though only two hundred and seventeen miles long, it expresses within that distance more than any one human mind yet has been able to comprehend or interpret to the world. Famous word-masters have attempted it, great canvas and color masters have tried it, but all alike have failed. It is one of the few things that man is utterly unable to imagine until he comes in actual contact with it. A strange being, a strange flower, an unknown reptile, a unique machine, or a strange and unknown anything, almost, within the ken of man, can be explained to another so that he will reasonably comprehend it; but not so with the Grand Canyon. —From *The Grand Canyon Of Arizona: How To See It* By George Wharton James

3. What is the author of this passage trying to say? Write one sentence putting his message in your own words.

Chomp 109

“Let’s see what’s back here,” Meg said. Meg and her two cousins Nate and Cruz were exploring an abandoned dog kennel. The building was like a maze. It had winding halls and several rooms beckoning them to look inside. Piles of cardboard boxes stood in the corners, and old feeding bowls lined the walls. The place smelled like mildew, and it seemed as if mold was growing everywhere.

As the three rounded a corner, they suddenly stopped in their tracks. “Snake!” Meg screamed. There stretched out and wrapped up inside of the fence of an old dog pen was a five foot long black snake.

“I think it’s stuck,” Nate said as he picked up a stick and crept close to the snake. He waved the stick close to it, but it didn’t move. Nate eased a little closer and this time poked the snake with the stick. When he did that, the snake turned and hissed at the three astonished kids. Before they knew it, the snake was down from the fence and slithering toward them.

1. **Select the sentence(s) that would follow the given passage most logically.**
 - a. The snake wrapped itself around all three kids at once and began to squeeze them.
 - b. Meg, Nate, and Cruz ran as fast as they could out of the building. They went to tell their parents what they had seen.
 - c. Speaking of snakes, they are really cool reptiles. Those kids really didn’t need to worry because black snakes are not poisonous.
 - d. The snake took a turn, however, and sprung on top of Nate’s head and bit him close to his ear.

1. **Which of the following is the best replacement for the word summoning?**
 - a. calling
 - b. requiring
 - c. daring
 - d. promising

2. **Circle or highlight the words and sentences that describe the setting and create imagery.**

Chomp 110

- 1. Choose the sentence that does not have any errors in grammar, usage, or mechanics.**
 - a. Tia's baby sister loves to ride in a stroller.
 - b. Swimming as fast as he could, the boat was still too far away for Jimmy to reach it.
 - c. On valentine's day, I brought candy for the entire class.
 - d. If you are late to practice you have to run laps.

- 2. Choose the sentence that does not have any errors in grammar, usage, or mechanics.**
 - a. My cousin wants to be a race car driver one day.
 - b. He did the math problem all by hisself.
 - c. While texting, the truck almost hit a pedestrian!
 - d. Each football player is responsible for their own equipment.

- 3. Choose the sentence that does not have any errors in grammar, usage, or mechanics.**
 - a. Without, warning John quickly turned the wheel to the right.
 - b. The student whined about answering the questions.
 - c. I enjoy cooking; and I love to sew.
 - d. If you don't feel better tomorrow; call the doctor!



The Star-Spangled Banner

O say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, through the perilous fight
O'er the ramparts we watched were so gallantly streaming?
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
O! say, does that star-spangled banner yet wave
O'er the land of the free, and the home of the brave?

- 1. Paraphrase the underlined sentence of *The Star-Spangled Banner*. The first line has been done for you.**

Sentence 1: Can you see in the early morning just at dawn what we saw last night? We saluted it because we were so proud of it! Its broad stripes and bright stars lasted through the dangerous fight. Over the fortification, we watched it boldly waving.

Sentence 3:

- 2. Circle or highlight some of the sensory words in this stanza of *The Star-Spangled Banner*.**

- 3. What is the rhyme scheme of this stanza?**

Chomp 112



The first thing they did was to break down young trees and boughs, and build themselves a brush tent. They made a bed out of dry leaves. The first night they had nothing to eat, for they had no time to shoot any game.

The next morning they were too hungry to sleep late, and they knew that squirrels are early risers. Soon after daylight the Indian boy killed a squirrel with an arrow. Having no fire, they ate it without cooking; for, when one is a savage, one must not be too nice.

How should they get a fire? They first took a piece of dry wood, which they scraped flat with stones. Then, with a blow of his tomahawk of deer's horn, Keketaw made a round hole in the wood. One end of a dry stick was placed in this hole. The other end was supported in the hollow of a shell which Keketaw held in his hand. The string to Henry's bow was made of one of the cords or sinews of a deer's leg. He wound this once round the stick. With his left hand, Keketaw then put some dry moss about the stick where it entered the hole in the dry wood. When all was ready, Henry drew his bow to and fro like a saw. Keketaw pressed the shell down on the upper part of the stick. The bow-string holding the stick made it whirl in the hole beneath. At first this seemed to produce no effect. After a while the rapid rubbing of the piece of wood in the hole made heat. Presently a very thin thread of smoke began to come up through the little heap of moss about the stick. Henry was now pretty well out of breath, but he sawed the bow faster than ever. At last the moss began to smolder and to show fire.

-from Stories of American Life and Adventure by Edward Eggleston

1. Why didn't the characters sleep late the next morning?

2. How did the characters in this passage make fire?

3. What does the word *game* mean as it is used in the first paragraph?

Chomp 113



Hans Christian Anderson wrote one of the most famous tales ever about a mermaid. His story, The Little Mermaid, was made even more popular when Disney turned it into a movie. Although the movie was based on Anderson's tale, the producers added characters to “spice up” the humor and drama of the story. These added characters also helped to make the story more modern to appeal even more to today's audience. The work of Disney producers brought the lovely story into the homes of people who had never read the tale before.

1. What is this paragraph mainly about?

- a. The history of Hans Christian Anderson
- b. Mermaids
- c. The Disney version of The Little Mermaid
- d. Disney made The Little Mermaid popular again

2. Why did the Disney producers add characters to the original *Little Mermaid*?

- a. to make it more believable
- b. to make it more popular
- c. to make it appeal to today's audiences
- d. to change the story

3. Why are the words “spice up” inside quotation marks?



Conner wrote a draft to the newspaper editor about putting in a bowling alley in his home town. Read the draft, and then answer the questions.

Dear Editor:

¹ I am writing this letter to ask you to please consider turning the old, abandoned grocery store on north Main Street into a bowling alley. ² Kids in our town have nothing to do.

³ As you probably are aware, many young kids and teenagers simply hang out at fast food restaurants. ⁴ You also know that the nearest movie theater or bowling alley is twenty miles away. ⁵ The vacant grocery store could provide a safe place for kids to bowl and get rid of another empty building too. ⁶ It is simply not fair that we have nothing to do around here.

⁷ I would like to encourage all of you to sign the petition to refurbish the grocery store on North Main into a bowling alley.

Thank you,
Conner

1. Which answer choice fixes all of the errors in sentence 1?

- a. Please consider turning the old abandoned grocery store on north Main Street into a bowling alley.
- b. I am writing this letter to ask you to please consider turning the old abandoned grocery store on North Main Street into a bowling alley.
- c. I am writing this letter to ask you to please consider turning the old, abandoned grocery store on north Main street into a bowling alley.
- d. I am writing this letter, to ask you to please consider turning the old, abandoned grocery store on North Main Street into a bowling alley.

1. How should Conner revise sentence five?

- a. The vacant grocery store could provide a safe place for kids to bowl, and get rid of another empty building too.
- b. The vacant grocery store could provide a safe place for kids to bowl and get rid of another empty building to.
- c. The vacant grocery store could provide a safe place for kids to bowl, and get rid of another empty building to.
- d. Correct as it is

1. Which word is spelled incorrectly in sentence seven? _____

Chomp 115

1. What does the prefix *audi* mean in the following words?

audience, auditory, audible

- a. across b. hear c. speak d. beyond

2. Define the following roots.

cent

dent

ped

scope

3. Complete the following chart by adding examples of words that contain the root words.

Root	Meaning	Example
-act-	do	
-fac-	make	
-ped-	foot	



Nonsense Alphabet

A was an ant Who
seldom stood still,
And who made a nice house
In the side of a hill.
Nice little ant!

B was a bat,
Who slept all the day,
And fluttered about
When the sun went away.
Brown little bat!

C was a camel:
You rode on his hump;
And if you fell off,
You came down such a bump!
What a high camel!

D was a duck
With spots on his back,
Who lived in the water,
And always said “Quack!”

1. Which of the following is not used in these stanzas?

- a. alliteration b. rhyme c. onomatopoeia d. simile

2. Explain the title of this poem.

3. Continue this poem by writing a stanza for the letters E and F.



The Dog and the Shadow

-From Aesop's Fables

It happened that a dog had gotten a piece of meat and was carrying it home in his mouth to eat in peace. On his way back home, he had to cross a plank lying across a running brook. As he crossed, he looked down and saw his own shadow reflected in the water beneath. Thinking it was another dog with another piece of meat, he made up his mind to have that too! So he made a snap at the shadow in the water, but as he opened his mouth the piece of meat fell out, dropped into the water and was never seen again.

1. What is the moral of this story?

2. What is the meaning of the underlined word *brook*?

3. What are the elements of a fable?



THE UPLIFT OF A SLAVE BOY'S IDEAL

Invincible determination, and a right nature, are the levers that move the world.—PORTER.

Born a slave, with the feelings and possibilities of a man, but with no rights above the beast of the field, Fred Douglass gave the world one of the most notable examples of man's power over circumstances.

He had no knowledge of his father, whom he had never seen. He had only a dim recollection of his mother, from whom he had been separated at birth. The poor slave mother used to walk twelve miles when her day's work was done, in order to get an occasional glimpse of her child. Then she had to walk back to the plantation on which she labored, so as to be in time to begin to work at dawn next morning.

Under the brutal discipline of the “Aunt Katy” who had charge of the slaves who were still too young to labor in the fields, he early began to realize the hardships of his lot, and to rebel against the state of bondage into which he had been born.

Often hungry, and clothed in hottest summer and coldest winter alike, in a coarse tow linen shirt, scarcely reaching to the knees, without a bed to lie on or a blanket to cover him, his only protection, no matter how cold the night, was an old corn bag, into which he thrust himself, leaving his feet exposed at one end, and his head at the other.

When about seven years old, he was transferred to new owners in Baltimore, where his kind-hearted mistress, who did not know that in doing so she was breaking the law, taught him the alphabet. He thus got possession of the key which was to unlock his bonds, and, young as he was, he knew it. It did not matter that his master, when he learned what had been done, forbade his wife to give the boy further instructions. He had already tasted of the fruit of the tree of knowledge. The prohibition was useless. Neither threats nor stripes nor chains could hold the awakened soul in bondage.

1. What word would you use to describe Fred Douglass’s living conditions as a child?
_____ **Support your answer with two details**
from the text.

2. According to the passage, what was the “key” that unlocked Fred from his bondage?

3. In your own words, explain what the underlined portion of this passage means.

Chomp 119



Zion has written a narrative about a summer vacation. The following is one passage from this narrative. Read it and then answer the questions.

1) If you visit the Smokey mountains during the summer months, you are likely to see some of the oldest natives, the bears. 2) When my family visited last summer I saw one up close and personal. 3) He wandered up onto our cabin porch to sniff around. 4) We watched him from the window to scared to go outside 5) He turned over a trash can before leaving. 6) Its funny when you think about a bear being close enough to touch. 7) They really are cute in person, but we knew better than to try and befriend it!

1. Which of the following is the best revision for sentence 4?

- a. We watched him from the window to scared too go outside.
- b. We watched him from the window, too scared to go outside.
- c. We watched him from the window because we were too scared to go outside.
- d. Correct as it is

2. What correction should be made to sentence 6?

- a. It's funny when you think about a bear being close enough to touch.
- b. Its funny when you think about a bear being close enough too touch.
- c. It's funny when you think about a bear being close enough too touch.
- d. Its funny when you think about a bear being close enuff to touch.

3. Rewrite sentence two adding the comma where it goes.

Chomp 120



Singular pronouns should refer to singular antecedents and plural pronouns should refer to plural antecedents.

Look at this example:

A game show contestant has an exciting time because they get to have fun and win great prizes!

In this example, *they* is plural and so it incorrectly refers to the singular antecedent contestant.

The sentence should be written:

A game show contestant has an exciting time because he/she gets to have fun and win great prizes!

Or

Game show contestants have an exciting time because they get to have fun and win great prizes!

And, pronouns should match in number too when a pronoun has a pronoun as an antecedent. First person pronouns (I, me, we, mine, our...); second person pronouns (you, your); third person pronouns (he, it, they, them, itself...) belong together.

Directions: Correct the inappropriate shifts in pronoun number and person in each of the following.

1. We were starving but decided to make the long drive home instead of eating because the fast options were not good for you so late.
2. Some football players are unsure what time practice is. I urged them to call your coach.
3. I feel that students should have the right to a homework free night each week if you have earned it.

Chomp 121



A man of words and not of deeds
Is like a garden full of weeds;
And when the weeds begin to grow,
It's like a garden full of snow;
And when the snow begins to fall,
It's like a bird upon the wall;
And when the bird away does fly,
It's like an eagle in the sky;
And when the sky begins to roar,
It's like a lion at the door;
And when the door begins to crack,
It's like a stick across your back;
And when your back begins to smart,
It's like a penknife in your heart;
And when your heart begins to bleed,
You're dead, and dead, and dead, indeed.

1. Think about what the first two lines of this poem means and write your interpretation of it in the box below.

2. This rhyme and repetition used in this poem creates a ____.

- a. lighthearted nursery rhyme feel
- b. feeling of dread and danger
- c. great deal of suspense for the reader
- d. strong theme for the poem

3. What does the word *smart* mean as it is used in line 13?

Chomp 122

All of a sudden, while Mary and I were smiling at this too early bird of a tarantula, he went up on his hind legs in fighting attitude, and at the same instant down darted a great tarantula hawk, that is, a Pepsis wasp. Her armored body glinted cool and metallic in the red sunset light, and her great wings had a suggestive shining of dull fire about them. She checked her swoop just before reaching Eurypelma, and made a quick dart over him, and then a quick turn back, intending to catch the tarantula in the rear. But lethargic as Eurypelma had been a moment before, he was now all alertness and agility. He had to be. He was defending his life. One full fair stab of the poisoned javelin, sheathed but ready at the tip of the flexible, blue-black body hovering over him, and it would be over with Eurypelma. And he knew it. Or perhaps he didn't. But he acted as if he did. He was going to do his best not to be stabbed; that was sure. And Pepsis was going to do her best to stab; that also was quickly certain. —From The Vendetta by Vernon

L. Kellogg

1. The fight described in this passage is between a _____ named _____ and a _____ named _____.

2. How did Eurypelma feel before the fight? _____ Underline a sentence from the passage that supports your answer.

3. Reread the underlined portion of this passage. What is this portion describing?

Who is narrating this story? _____

Chomp 123

Study the following chart

Beta Fish	Guppy
Males cannot be kept together; aggressive	Peaceful
2-3 year life span	4 year life span
Lays eggs (bubble nest)	Live breeder
Must have access to the water surface to breathe air from the atmosphere	Dwells in mid-level of tank
Adult size is 3 inches	Adult size is 2 ½ inches

1. How does the chart show a difference between a beta fish and a guppy?

- with pictures
- by showing what and how the fish eat
- by describing each fish's unique features and habitats
- by providing numerical values associated with each animal

Betta

Betta fish are not big eaters but should be fed a small amount once a day to once every other day. Betta fish are easy to feed, they can be fed floating flake food, freeze dried blood worms, live black worms, frozen brine shrimp or betta pellets, the last of which can be bought from an aquarium store.

Guppy

From the moment of birth, each fry is fully capable of swimming, eating, and avoiding danger. Live plants may be used as hiding places for the fry.

Young fry take roughly three or four months to reach maturity. In the aquarium, they are usually fed finely ground flake foods, baby brine shrimp or, unless they are put in a separate tank, uneaten food from the adults. In addition, they nibble on algae.

2. What are young guppies called? _____

3. According to these two passages, how are the Betta and Guppy alike?

Chomp 124

1. The words that you use to begin a piece of writing are very important. These words invite the reader to “come in” and enjoy what you have to say. You want your readers to look forward to what they are about to read. Choose one of the following and write an opening paragraph for it. Make it interesting!

- a tornado coming
- aliens taking over your school
- a school food fight breaking out in the cafeteria

The teacher walked into the room.

2. Make the teacher appear enthusiastic by changing the verb.

3. Make the teacher appear angry by changing the verb.

Chomp 125

1. Combine the following sentences into one sentence.

My pet snake likes to dance. He is four feet long. He only dances when I dance with him.

2. Correct the following sentence.

Football and basketball is the sports that I like the best.

3. Correct the following sentence.

“Did everyone bring their book today?” the teacher asked.

Chomp 126

Just try one someone said
And so you took a puff.
And now looking
Back you can
See how that
One choice
Has left
You
Out
Of
Breath

1. What is the theme of this poem? _____

What is the tone of this poem? _____

2. Which of the following may be the author's purpose in having the lines get shorter as the poem nears the end?

- a. to mimic the shortness of breath that a smoker can have
- b. to insult the reader's intelligence
- c. to create rhythm and rhyme
- d. to show the power of living

1. The author of the poem never specifically states the conflict of smoking. Underline the words or phrases that help you to infer that is the conflict.

Chomp 127

In the ancient country of Orn, there lived an old man who was called the Bee-man because his whole time was spent in the company of bees. He lived in a small hut, which was nothing more than an immense bee-hive, for these little creatures had built their honeycombs in every corner of the one room it contained, on the shelves, under the little table, all about the rough bench on which the old man sat, and even about the head-board and along the sides of his low bed. All day the air of the room was thick with buzzing insects, but this did not interfere in any way with the old Bee-man, who walked in among them, ate his meals, and went to sleep, without the slightest fear of being stung. He had lived with the bees so long, they had become so accustomed to him, and his skin was so tough and hard, that the bees no more thought of stinging him than they would of stinging a tree or a stone. A swarm of bees had made their hive in a pocket of his old leathern doublet; and when he put on this coat to take one of his long walks in the forest in search of wild bees' nests, he was very glad to have this hive with him, for, if he did not find any wild honey, he would put his hand in his pocket and take out a piece of a comb for a luncheon. The bees in his pocket worked very industriously, and he was always certain of having something to eat with him wherever he went. He lived principally upon honey; and when he needed bread or meat, he carried some fine combs to a village not far away and bartered them for other food. He was ugly, untidy, shriveled, and brown. He was poor, and the bees seemed to be his only friends. But, for all that, he was happy and contented; he had all the honey he wanted, and his bees, whom he considered the best company in the world, were as friendly and sociable as they could be, and seemed to increase in number every day. —From *The Bee-Man of Orn* by Frank R. Stockton

1. Underline the portion of this passage that is the most unbelievable. Explain why.

2. What do we know about the Bee-man? Use details from the text to support your answer.

3. How did the Bee-man get food other than honey?

Chomp 128

I have two pets that I treasure very much! One is Molly, my Cocker Spaniel. The other, Buddy, is a rabbit. They both live in my backyard. Molly has a doghouse, and Buddy has a rabbit hutch. Molly is free to roam around the backyard. However, I have to be in the yard with Buddy if he is out. I have a special leash for both of my beloved pets, and I try to take them for a short walk around my neighborhood each day.

1.What would be the best title for this selection?

- a. Pets
- b. Rabbits Fall Prey To Owls and Hawks
- c. How to Walk a Rabbit On a Leash
- d. Molly and Buddy

2.Which of the following text structures does the author use in the above passage?

- a. description
- b. compare and contrast
- c. sequence
- d. cause and effect

3. Why does the narrator have to be in the yard if Buddy is out?

Chomp 129

1. Write a poem to extend the following metaphor. Use onomatopoeia somewhere in the poem.

Middle school is a roller coaster ride.

To write your poem, first make a list of things and emotions that have to do with a roller coaster ride, like *fun, ups and downs, etc.* Then write the poem about life using as many of those things that you listed as possible. This poem does not need to rhyme.

2. Choose the word that is the most precise one for the sentence.

Dennis _____ toward the deer with his bow in hand.

- a. strolled
- b. trudged
- c. scampered
- d. crept

3. Choose the word or phrase that is most effective for the sentence.

Arianna _____ the mean girls after they made fun of her.

- a. released b. left c. abandoned d. walked away from

Chomp 130

Madison has written the following as part of a story for her English class. Read it and then answer the questions that follow.

(1) One frigid winter night, a teenage girl was driving home when she saw a young girl on the side of the road. (2) She slammed on breaks, her car screeching in protest and she rolled down the window manually. (3) “Would you like a ride?” she asked, her minty breath lingering in the air like a white cloud frozen in the night. (4) The little girl graciously eccepted and clambered into the car.

1. Which of the following is the best revision of sentence 2?

- a. When she slammed on brakes and rolled down the window manually, her car screeched in protest.
- b. After slamming on brakes and her car screeching in protest, she rolled down the window manually.
- c. She rolled down the window manually because she had slammed on brakes and her car had screeched in protest.
- d. She slammed on brakes, her car screeching in protest, and manually rolled down her window.

1. Underline the simile in the passage. Why is this simile effective?

3. Which word is misspelled in sentence 4? _____

WHO LOVES THE TREES BEST?

Who loves the trees best?

“I,”

said the Spring;

“Their leaves so beautiful

To them I bring.”

Who loves the trees best?

“I,” Summer said;

“I give them blossoms,

White, yellow, red.”

Who loves the trees best?

“I,” said the Fall;

“I give luscious fruits,

Bright tints to all.”

Who loves the trees best?

“I love them best,”

Harsh Winter answered;

“I give them rest.”

—Alice May Douglas

1. Which of the following poetic elements is not used in this poem?

- a. figurative language
- b. repetition
- c. rhyme
- d. onomatopoeia

2. How does the winter give the trees rest?

3. What is personified in this poem?

- | | |
|----------------|-----------------|
| a. the trees | c. the blossoms |
| b. the seasons | d. the fruit |

Chomp 132

THE WIND AND THE SUN

Once the wind and the sun had a quarrel. The sun said, "I am stronger than you."

The wind said, "No, I am stronger than you."

"Let us see," said the sun. "Here comes a man with a big cloak. Can you make him take it off?"

"Surely I can," said the wind.

"Try," said the sun.

The sun went behind the clouds. The wind began to blow. But the man pulled his cloak close about him. He did not care for the wind. At last the wind gave it up. "Now you try," he said to the sun. The sun came out from the clouds. He shone down upon the man.

"How warm it is!" said the man. "I must take off my cloak." So he took off his cloak.

"You have beaten," said the wind. "You are stronger than I."

1. Why did the sun win?

2. Do you think there was a way that the wind could have won? Explain how.

3. What is a cloak?

Chomp 133

"Dig" is expressed in every line of the mole's body. Digging is his life-work, and to this nature has adapted his every organ. His eyes are of no use in this underground life, and so they have dwindled away until externally there is little sign of them. Objects he probably never sees with any distinctness, though he still can tell light from darkness. But he seems to recognize light only to avoid it. In the darkness of his tunnels not only would his eyes be useless, but dirt would be apt to get into them while he is digging; so they are gradually leaving him.

The ears, too, or that part of them that project from the head, would be in the way. So they have been discarded. The inner and most important part of the ear, however, still remains, and the mole hears quite well.

His most remarkable difference from ordinary animals is in the arms. These are very short, and the hands are broad, hard, and have very firm claws. His other muscles are comparatively weak. The hands have been altered into great shovels, and when he tries to walk over smooth, level ground or on a floor he moves with odd, quick steps, resting on the sides and not on the palms of his hands.

The mole is a reversible machine. He can run forward or backward at will. Probably as a result of this habit, it is wonderful how alike are the two ends of his body, his nose and his tail. Each is slender and each is bare; each is very sensitive, and the tail is just about as long as the nose.

—From *"Under the Open Sky"*, by S. C. Schmucker.

1. Explain what the author means by the metaphor, “The mole is a reversible machine.”

2. In your own words, explain what a mole’s eyesight is like.

3. How can the mole’s nose and tail be compared?

Chomp 134

1. Create a short advertisement for something you own that you could sell. Use one of the following propaganda techniques in your ad:

- Bandwagon
- Testimonial
- Card stacking

Annie Oakley (August 13, 1860 – November 3, 1926), born **Phoebe Ann Moses**, was an [American sharpshooter](#) and [exhibition shooter](#). Oakley's amazing talent and timely rise to fame led to a starring role in [Buffalo Bill's Wild West](#) show, which propelled her to become the first American female superstar.

Oakley's perhaps most famous trick is being able to repeatedly split a [playing card](#), edge-on, and put several more holes in it before it could touch the ground, while using a .22 caliber rifle, at 90 feet.

2. Which would be the best resource to find more information on Annie Oakley?

- an encyclopedia article called “American Sharpshooters”
- a history web site on the Wild West
- the biography of Annie Oakley
- a video of Wild West sharpshooters

3. When did Annie Oakley die? _____

Chomp 135

Root Practice

1. Geology is the study of _____.

- a. time
- b. life
- c. earth
- d. water

2. Synchronize is the action of _____.

- a. doing things at the same time
- b. swimming in water
- c. understanding what one reads
- d. creating colorful art work

3. A monologue is a speech given by _____actor.

- a. a single
- b. a false
- c. a talented
- d. a kind

The root in #1 is _____ and means _____.

The root in #2 is _____ and means _____.

The root in #3 is _____ and means _____.

Chomp 136

I slip, I slide, I gloom, I glance,
Among my skimming swallows;
I make the netted sunbeams dance
Against my sandy shallows,

I murmur under moon and stars
In brambly wildernesses;
I linger by my shingly bars,
I loiter round my cresses;

And out again I curve and flow
To join the brimming river,
For men may come and men may go,
But I go on forever.

- From a poem called "The Brook" by Alfred Lord Tennyson

**1. Find the lines that contain alliteration and underline them.
How does alliteration contribute to this poem?**

2. What do you think the word *brambly* means?

3. Which of the following is used in this poem?

- a. idiom
- b. simile
- c. metaphor
- d. personification

Chomp 137

“I didn’t get invited to Kaleb’s party,” I whined to my mother. I first heard about it on Friday at lunch.

“What are you going to wear to Kaleb’s party?” Patty asked me.

“What party?” I asked, and then I knew. I had been left out. At first, I thought maybe he had forgotten to ask me, but then I knew that was not the case. I started to confront him, but I got cold feet.

1. Underline the example of figurative language in this passage. Explain the meaning of it.

2. What point of view is used in this passage?

- a. first person
- b. second person
- c. third person omniscient
- d. third person limited

3. Use context clues to figure out the meaning of the underlined word *confront*.

- a. challenge
- b. understand
- c. forgive
- d. ignore

Chomp 138

Some schools do not allow students to use rolling book bags. These schools argue that it can be dangerous because these bags are so big and students can trip over them. These schools need to examine the other real issue. Many children will develop back pain due to the weight they carry on their backs with backpacks.

1. Which of the following statements from the passage contains bias?

- a. Some schools do not allow students to use rolling book bags.
- b. These schools argue that it can be dangerous because these bags are so big.
- c. These schools need to examine the other real issue.
- d. Many children will develop back pain due to the weight they carry on their backs with backpacks.

1. With which of the following would the author of this passage most likely agree?

- a. Rolling book bags are not worth the trouble in the hallway.
- b. Rolling book bags should not be allowed in any school anywhere.
- c. Rolling book bags could save a lot of money in doctor bills.
- d. Rolling book bags are cute.

2. Do you agree or disagree with the use of rolling book bags in school? Explain your answer.

Chomp 139

1. What are transition words in writing? List three transition words that could be used in an expository piece of writing.

a. _____

b. _____

c. _____

2. Use as many strong adjectives and verbs to paint a word picture for the following:

The boy sat in the corner.

3. A thesaurus is a great place to look to choose better words for your writing. Use a thesaurus to find better voice words for the following:

- small
- big

Chomp 140

Many people get confused about when to use *I* and when to use *me*. *I* and *me* are pronouns, which means they stand in for nouns.

My friends and _____ like to ski.

A “stand-in” (like *I* or *me*) can be confusing when it’s paired with something else (like my friends). But the “stand-in” has to make sense all by itself. So the trick is to hide the “something else”. So, if we hide my friends, then figuring out the “stand-in” becomes much easier. Consider one (*I* or *me*) by itself. You’ll choose the right one every time.

I like to ski. Me like to ski.

It’s easy to see that *me* doesn’t work!

Complete the following sentences with the pronoun *I* or *me*.

1. The teacher jumped up and shouted to my classmates and _____, “Everyone deserves candy today!”
2. The other students and _____ clapped our hands and gave each other high fives.
3. “Please give my classmates and _____ candy every day!” I shouted.

Write two of your own sentences correctly using *me* and *I*.

Chomp 141

Tiny hands, fingers and toes;
I grew in spurts, then with a boom,
My little nose burst into bloom.
My body parts all grew apace,

Except the middle of my face--
In growth it never showed a lack,
It was the leader of the pack.
It left the rest of me behind.

At first I didn't even mind;
Then when its bloom was almost done,
My nose became a source of fun.
My friends tagged me with stupid names.

This was one of their favorite games--
Pain comes with more than sticks and stones;
I told them, "Leave my nose alone!"
Then once my nose had reached its peak,

Proclaimed by some a handsome beak,
I found its size to be a plus,
And not a thing for animus.
There are so many things to smell,

Not all the noses do it well;
Mine can suck in all the scents,
From fragrant blooms to moldy tents.
It keeps my lips dry in the rain,

Locates a skunk and warns my brain;
All races I win "by a nose";
In winter's cold it starts to glow.
Those small nosed people now despair,

They wish they had a nose so rare!
This nose of mine has grown on me;
I'm pleased with it as I can be!
Though it won't ever be called cute—

It's too much like a yellow fruit--
At least it's left the blooming stage,
Unless it grows more in old age!

1. Which of the following may be a reason that the poet uses the rhyme scheme?

- a. to create a lively tone
- b. to create a bitter tone
- c. to cause the poem to be read with anxious pauses
- d. to cause the poem to be read with fear

2. Explain the changes in the speaker's attitude in relation to his nose as the poem progresses. (You may record your response beside each stanza.) Be sure to circle words that support your description of the speaker's attitude.

3. In the final stanza, to what does the speaker compare his nose?

_____ **What effect does this comparison have on the poem?** _____

Chomp 142

From *How the Leopard Got His Spots* by Rudyard Kipling

In the days when everybody started fair, Best Beloved, the Leopard lived in a place called the High Veldt. 'Member it wasn't the Low Veldt, or the Bush Veldt, or the Sour Veldt, but the 'sclusively bare, hot shiny High Veldt, where there was sand and sandy colored rock and 'sclusively tufts of sandy-yellowish grass. The Giraffe and the Zebra and the Eland and the Koodoo and the Hartebeest lived there: and they were 'sclusively sandy-yellow-brownish all over; but the Leopard, he was the 'sclusivest sandiest-yellowest-brownest of them all -- a greyish-yellowish catty-shaped kind of beast, and he matched the 'sclusively yellowish-greyish-brownish color of the High Veldt to one hair. This was very bad for the Giraffe and the Zebra and the rest of them: for he would lie down by a 'sclusively yellowish-greyish-brownish stone or clump of grass, and when the Giraffe or the Zebra or the Eland or the Koodoo or the Bush-Buck or the Bonte-Buck came by, he would surprise them out of their jumpsome lives. And, also, there was an Ethiopian with bows and arrows (a 'sclusively greyish-brownish-yellowish man he was then), who lived on the High Veldt with the Leopard: and the two used to hunt together -- the Ethiopian with his bows and arrows, and the Leopard 'sclusively with his teeth and claws -- till the Giraffe and the Eland and the Koodoo and all the rest of them didn't know which way to jump, Best Beloved. They didn't indeed!

After a long time, they learned to avoid anything that looked like a Leopard or an Ethiopian: and bit by bit -- the Giraffe began it, because his legs were the longest -- they went away from the High Veldt. They scuttled for days and days till they came to a great forest, exclusively full of trees and bushes and stripy, speckly, patchy-blatchy shadows, and there they hid: and after another long time, what with standing half in the shade and half out of it, and what with the slippery-slidy shadows of the trees falling on them, the Giraffe grew blotchy, and the Zebra grew stripy, and the Eland and the Koodoo grew darker, with little wavy grey lines on their backs like bark on a tree-trunk: and so, though you could hear them and smell them, you could very seldom see them, and then only when you knew precisely where to look. They had a beautiful time in the 'sclusively speckly-spickly shadows of the forest, while the Leopard and the Ethiopian ran about over the 'sclusively greyish-yellowish-reddish High Veldt outside, wondering where all their breakfasts and their dinners and their teas had gone. At last they were so hungry that they ate rats and beetles and rock-rabbits, the Leopard and the Ethiopian, and then they had the Big Tummy-ache, both together.

1.What conflict does the Giraffe and the Zebra and the rest of them face in High Veldt, and what was their plan to solve this conflict? Underline text that supports your answer.

2.How does the resolution to the Giraffe and the Zebra and the rest of them conflict result in a conflict for the Leopard and the Ethiopian? Support your answer above by underlining textual evidence.

3. What impact do the following words and phrases have on the passage?

'sclusively	
He would indeed! and They didn't indeed!	
speckly-spickly	

Chomp 143

The hartebeest is an African species of grassland antelope. Adults stand just over 3 feet at the shoulder. Males weigh 280 to 480 pounds, and females are slightly lighter. The coat color varies between subspecies, from the sandy coat of the western hartebeest to the almost black coat of the Swayne's hartebeest. Both sexes have horns; these grow to be 18–28 inches long, the shape varying greatly between subspecies. Hartebeest live between 11 and 20 years in the wild and up to 19 years in captivity.

Hartebeest are social animals that form herds of 20 to 300 individuals. Generally calm in nature, hartebeest can be ferocious when provoked. Their diet consists mainly of grasses, with small amounts of legumes throughout the year. The time of mating varies seasonally, and depends on both the subspecies and the population. Hartebeest are sexually mature at one to two years of age. After a gestation period of eight months, one offspring is born. The hartebeest inhabits savannas, woodlands, and open plains.

The hartebeest was formerly widespread in Africa, but populations have undergone a drastic decline due to habitat destruction, hunting, human settlement, and competition with domestic cattle for food. It is a popular game animal due to its highly regarded meat.

- 1. What is meant by the statement *Hartebeest are social animals that form herds of 20 to 300 individuals*?**
- a. Hartebeest prefer to live individually.
 - b. Hartebeest prefer to live in quiet groups.
 - c. Hartebeest prefer to live in large groups.
 - d. Hartebeest prefer to live in small places.

2. Using the text, define the term ferocious.

3. What has lessened the number of hartebeest in Africa?

Chomp 144

For his English class, Davis has to write an argumentative essay on whether or not a foreign language class should be implemented in both elementary and middle school. Read what he has written, and then answer the questions.

There are dozens of languages spoken in the United States each day. Why limit ourselves to just speaking one? I believe that it is an excellent idea to implement a foreign language requirement in both elementary and middle schools.

First, when you learn to speak a foreign language, you are taking steps to improve your communications with other Americans right at home. Each year, this country welcomes thousands of new citizens. According to the U.S. Citizenship and Immigration Services (USCIS), America welcomed more than 6.6 million new citizens in the past decade. They come from countries that speak languages such as Chinese, Spanish, and Italian. Most of these people learned English as a second language. Why shouldn't we too learn a second language? The effort will help make us better citizens. It will also promote better understand among people.

In addition, learning to speak a second language will improve language skills in general.

1. What does Davis use to support his claim?

2. In the passage, Davis asks the reader two questions. Davis' main purpose in asking these questions is to _____.

- b. organize the passage by helping him put the passage in order
- c. add voice and make the reader think about the subject
- d. encourage readers to conduct research on the subject
- e. persuade readers that learning a foreign language is important

3. A counterargument is an argument in opposition of the argument presented. In other words, it is the "other side" of the argument. Name two counterarguments that could be used in this issue.

Chomp 145

Root Practice

1. Zoology is the study of_____.

- a. time
- b. colors
- c. animals
- d. water

2. A polysyllabic word has_____syllable(s).

- a. one
- b. two
- c. many
- d. at least three

3. Based on your knowledge of root words, which definition would correctly define morphology?

- a. forming of faith
- b. changes in sleep
- c. the study of sleep
- d. the study of form

Now, circle the part(s) of each of the underlined words in each of the questions above. Then, write above what each part means.

Chomp 146

Not In Vain

If I can stop one heart from breaking,
I shall not live in vain:
If I can ease one life the aching,
Or cool one pain,
Or help one fainting robin
Unto his nest again,
I shall not live in vain.

- Emily Dickinson

1. What is the theme of this poem? Cite textual evidence to support your theme choice.

2. What is the author's purpose for writing "Not In Vain"?

- a. to persuade the reader to help birds
- b. to describe the author's desires
- c. to inform the reader how to deal with pain
- d. to entertain the reader with a tale of a breaking heart

3. Which of the following best describes the speaker in this poem?

- a. envious
- b. compassionate
- c. homely
- d. conniving

Chomp 147

Day had broken cold and grey, exceedingly cold and grey, when the man turned aside from the main Yukon trail and climbed the high earth-bank, where a dim and little-traveled trail led eastward through the fat spruce timberland. It was a steep bank, and he paused for breath at the top, excusing the act to himself by looking at his watch. It was nine o'clock. There was no sun nor hint of sun, though there was not a cloud in the sky. It was a clear day, and yet there seemed an intangible pall over the face of things, a subtle gloom that made the day dark, and that was due to the absence of sun. This fact did not worry the man. He was used to the lack of sun. It had been days since he had seen the sun, and he knew that a few more days must pass before that cheerful orb, due south, would just peep above the sky-line and dip immediately from view.

The man flung a look back along the way he had come. The Yukon lay a mile wide and hidden under three feet of ice. On top of this ice were as many feet of snow. It was all pure white, rolling in gentle undulations where the ice-jams of the freeze-up had formed. North and south, as far as his eye could see, it was unbroken white, save for a dark hair-line that curved and twisted from around the spruce-covered island to the south, and that curved and twisted away into the north, where it disappeared behind another spruce-covered island. This dark hair-line was the trail--the main trail--that led south five hundred miles.

-From To Build A Fire (Jack London)

1. What is the author referring to when he says that cheerful orb?

2. Find an example of personification from the passage. Underline it. Explain the meaning and the importance of it in this scene.

3. From what point of view is the passage told?

- a. first person
- b. third person limited
- c. third person omniscient

What would be the effect of this scene if it was told in the first person point of view? Cite text to support your answer.

Chomp 148

Schools that care about student success require uniforms. With **uniforms**, students do not have to feel jealous over someone else's clothes and can concentrate on schoolwork. Uniforms do not allow kids to wear colors that connect them to street gangs. This all adds up to safer schools, lower crime rates, less fights, and fewer suspensions from school.

1. A principal gave this speech at a community meeting. Why is his speech biased?

2. What is the tone of his speech?

- a. humorous and lighthearted
- b. serious and matter of fact
- c. gentle and encouraging
- d. courageous and uplifting

3. What is the prefix in the bolded word *uniforms* in the passage? What does this prefix mean? What is the root word? How do the parts “fit” the meaning of the speech?

Chomp 149

You have been assigned the following writing prompt:

Tell about a time you were afraid.

Answer each question to plan your narrative. You may choose to write about a real or imagined event.

1. What event will you narrate?

Who will be your narrator? _____

What characters will you include? _____

2. What transition words or phrases could you use to help your reader shift from one time to another along with you in your story?

3. Plan some precise words you can use in your story to convey the events you will fully describe. Be sure to use some figurative language and sensory language.

Words/Phrases:

Figurative language:

Sensory language:

Chomp 150

(1) Monk fruit grows on a perennial vine native to southern China and northern Thailand. (2) The plant is cultivated for its fruit, whose extract is nearly 300 times sweeter than sugar and has been used in China as a natural low-calorie sweetener for cooling drinks, and in traditional Chinese medicine to treat diabetes and obesity.

(3) The vine attains a length of three to five meters, climbing over other plants by means of tendrils which twine themselves around anything they touch. (3) The narrow, heart-shaped leaves are ten to twenty centimeters long. (4) The fruit is round, smooth, and yellow-brownish or green-brownish in color. (5) The inside of the fruit contains an edible **pulp**, which, when dried, forms a thin, light brown, brittle shell about one millimeter in thickness. (6) The seeds are **elongated** and almost spherical. (7) The interior fruit is eaten fresh, and the bitter **rind** is used to make tea.

1. How would the connotation of the second sentence be changed if the author used fatness instead of obesity?

2. Define each of the following words using context clues to help you. Then, use a dictionary to check your work and tell the part of speech for each.

Word	My definition	Dictionary definition	Part of speech
pulp			
elongated			
rind			

3. Does sentence three correctly employ an intensive pronoun? _____

Explain why or why not. _____



The Squirrel

Drawn from his refuge in some lonely elm
That age or injury has hollow'd deep,
Where, on his bed of wool and matted leaves,
He has outslept the winter, ventures forth
To frisk a while, and bask in the warm sun,
The squirrel, flippant, pert, and full of play.
He sees me, and at once, swift as a bird,
Ascends the neighboring beech; there whisks his brush,
And perks his ears, and stamps and scolds aloud,
With all the prettiness of feigned alarm, feigned – fake, artificial
And anger insignificantly fierce.

Insignificantly - unimportantly

1. According to the poem, what created the squirrel's refuge? Underline the line from the poem that supports your answer.

2. Which of the following words means about the same thing as the underlined word *pert*?

- a. lively
- b. bashful
- c. reserved
- d. stubborn

3. The poet makes the squirrel seem _____ in the end of the poem.

- a. ashamed and prideful
- b. angry and dramatic
- c. friendly and respectable
- d. hyper and jolly

Underline the words in the poem that support your answer in number 3.

Chomp 152

The Story of a Fire

Thirteen years have passed since, but it is all to me as if it had happened yesterday—the clanging of the fire-bells, the hoarse shouts of the firemen, the wild rush and terror of the streets; then the great hush that fell upon the crowd; the sea of upturned faces with the fire glow upon it; and up there, against the background of black smoke that poured from roof to attic, the boy clinging to the narrow ledge, so far up that it seemed humanly impossible that help could ever come.

But even then it was coming. Up from the street, while the crew of the truck company were laboring with the heavy extension ladder that at its longest stretch was many feet too short, crept four men upon long, slender poles with cross-bars, iron-hooked at the end. Standing in one window, they reached up and thrust the hook through the next one above, then mounted a story higher. Again the crash of glass, and again the dizzy ascent. Straight up the wall they crept, looking like human flies on the ceiling, and clinging as close, never resting, reaching one recess only to set out for the next; nearer and nearer in the race for life, until but a single span separated the foremost from the boy. And now the iron hook fell at his feet, and the fireman stood upon the step with the rescued lad in his arms, just as the pent-up flames burst lurid from the attic window, reaching with powerless fury for their prey. The next moment they were safe upon the great ladder waiting to receive them below.

Then such a shout went up! Men fell on each other's necks, and cried and laughed at once. Strangers slapped one another on the back with glistening faces, shook hands, and behaved generally like men gone suddenly mad. Women wept in the street. The driver of a car stalled in the crowd, who had stood through it all speechless, clutching the reins, whipped his horses into a gallop and drove away, yelling like a Comanche, to relieve his feelings. The boy and his rescuer were carried across the street without anyone knowing how. Policemen forgot their dignity and shouted with the rest. **Fire, peril, terror, and loss were alike forgotten in the one touch of nature that makes the whole world kin.**

Fireman John Binns was made captain of his crew, and the Bennett medal was pinned on his coat on the next parade day. —Jacob A. Riis

1. This passage is told from the point of view of _____.

- a. a fireman
- b. a spectator
- c. a man trapped in the building
- d. a taxi driver

...just as the pent-up flames burst lurid from the attic window, reaching with powerless fury for their prey.

2. This underlined portion of the passage personifies the flames. What effect does this personification have on the description of the event?

3. Reread the underlined bolded sentence. Using your own words, explain what this sentence means.

Chomp 153

Hippos are recognizable by their barrel-shaped torsos, enormous mouths and teeth, nearly hairless bodies, stubby legs and tremendous size. They are the third-largest type of land mammal by weight (between 1½ and 3 tons). The only heavier animals on average are the white and Indian rhinoceroses, typically 1½ to 3½ tons, and the elephants, typically weighing 3 to 9 tons.

The hippopotamus is one of the largest quadrupeds, and despite its stocky shape and short legs, it can easily outrun a human. Hippos have been clocked at 30 km/h (19 mph) over short distances.

The hippopotamus is one of the most aggressive creatures in the world and is regarded as one of the most dangerous animals in Africa.

Nevertheless, they are still threatened. Many hippos die due to habitat loss and poachers who hunt them for their meat and ivory canine teeth.

1. Which of the following text structures is used throughout this passage?

- a. compare/contrast
- b. cause/effect
- c. description
- d. problem/solution

2. In the underlined word quadrupeds what do the following stems mean?

quadra _____

ped _____

3. Which of the following details from the passage is not supported?

- a....it can easily outrun a human.
- b.The hippopotamus is regarded as one of the most dangerous animals in Africa.
- c. Nevertheless, they are still threatened.
- d. They are the third-largest type of land mammal by weight.

Chomp 154

(1) Many schools have after school programs, but are these programs effective? (2) There are several things that a good after school program should offer. (3) First of all, an after school program should provide fun and engaging enrichment activities. (4) So many schools only offer help with homework or remediation. (5) Why not appeal to all students by offering activities and events that stretch beyond the regular classroom? (6) An effective after school program should offer a healthy snack. (7) By the time the bell rings at the end of the day, most students are near famished!

1. Which word is the clearest and most specific substitute for the underlined word “things”?

- a. Issues b. methods c. offers d. components

2. If you were going to provide an example of an activity that could be utilized during the after school program, like producing and putting on a school play, after which sentence would you insert this information?

- a. after sentence 1
b. after sentence 3
c. after sentence 5
d. after sentence 6

3. Which of the following transitions would best fit before sentence 6?

- a. However b. In addition c. On the other hand d. Regardless

Chomp 155

1. The suffix *-ician* means specialist. A physician is a person who is legally qualified to practice medicine. Write one other word that ends with this suffix and tell what it means.

2. The stem *aqua* means water. The word *aqueous* means of, like, or containing water. Write two other words that contain the stem *aqua*.

1. _____

2. _____

3. The root *audi* means hear. Auditory is the sense of hearing. Write two other words that contain the stem *audi*.

1. _____

2. _____



The Secret

We have a secret, just we three,
The robin, and I, and the sweet cherry-tree;
The bird told the tree and the tree told me,
And nobody knows it but just us three.

But of course the robin knows it best,
Because she built the – I shan't tell the rest;
And laid the four little – something in it-
I'm afraid I should tell it every minute.

But if the tree and the robin don't peep,
I'll try my best the secret to keep;
Though I know when the little birds fly about
Then the whole secret will be out.

-Anonymous

1. **In the second stanza, what is the purpose of the dash?**
 - a. It interrupts what the speaker is about to say because he doesn't want to reveal the secret.
 - b. It creates a suspenseful mood because the secret is only known by the speaker.
 - c. It causes the reader to pause.
 - d. both a and c
1. **What is the secret? _____**
Underline the lines that helped you figure it out.
2. **Which of the following poetic elements is not employed in this poem?**
 - a. rhythm
 - b. rhyme
 - c. onomatopoeia
 - d. repetition

Chomp 157

Long ago, on a high hill in Greece, Philemon and Baucis lived. They were poor, but they were never unhappy. They had many hives of bees from which they got honey, and many vines from which they gathered grapes. One old cow gave them all the milk that they could use, and they had a little field in which grain was raised.

The old couple had as much as they needed, and were always ready to share whatever they had with any one in want. No stranger was ever turned from their door.

At the foot of the hill lay a beautiful village, with pleasant roads and rich pasture lands all around. But it was full of wicked, selfish people, who had no love in their hearts and thought only of themselves.

At the time of this story, the people in the village were very busy. Zeus, who they believed ruled the world, had sent word that he was about to visit them. They were preparing a great feast and making everything beautiful for his coming.

One evening, just at dark, two beggars came into the valley. They stopped at every house and asked for food and a place to sleep; but the people were too busy or too tired to attend to their needs. They were thinking only of the coming of Zeus.

Footsore and weary, the two beggars at last climbed the hill to the hut of Philemon and Baucis. These good people had eaten very little, for they were saving their best food for Zeus. When they saw the beggars, Philemon said, "Surely these men need food more than Zeus. They look almost starved."

"Indeed, they do!" said Baucis, and she ran quickly to prepare supper for the strangers. She spread her best white cloth upon the table, and brought out bacon, herbs, honey, grapes, bread, and milk. She set these upon the table in all the best dishes she had and called the strangers in.

Then what do you suppose happened? The dishes that the strangers touched turned to gold. The pitcher was never empty, although they drank glass after glass of milk. The loaf of bread stayed always the same size, although the strangers cut slice after slice.

"These are strange travelers," whispered the old couple to each other. "They do wonderful things."

1. Why do the dishes that the strangers touch turn to gold?

- a. because Baucis and Philemon asked them for gold
- b. because Baucis and Philemon were kind to the beggars
- c. because Zeus was coming to visit them
- d. because the couple is old

2. Baucis goes above and beyond for the guests. Find and underline a sentence from the passage that shows that Baucis treats the beggars as though they were special.

3. Which of the following would most likely be a theme for this story?

- a. Beauty is only skin deep.
- b. Those who treat others well are rewarded.
- c. In order to survive, one must fight.
- d. Gold is always better than silver.

Chomp 158

A volcano is a mountain or hill, generally conical in shape, having at the top a nearly central opening, called a crater, from which at times melted rock and lava, vapor and gases escape. The lava either flows down the side of the mountain in a liquid condition, or is thrown upwards into the air. If the distance the lava is thrown upwards is sufficiently great, the melted matter solidifies before it falls to the earth. In such cases, the largest fragments form what are called volcanic cinders, the smaller pieces, volcanic ashes, and the extremely small particles, volcanic dust. If, however, the lava is thrown to a comparatively small height, it is still melted when it falls, and is then known as volcanic drops or driblets.

Scientists have categorized volcanoes into three main categories: active, dormant, and extinct. An active volcano is one which has recently erupted and there is a possibility that it may erupt soon. A dormant volcano is one which has not erupted in a long time but there is a possibility it can erupt in the future. An extinct volcano is one which has erupted thousands of years ago and there is no possibility of eruption.

1. Define the following:

- a. Volcanic cinders _____
- b. Volcanic ashes _____
- c. Volcanic dust _____
- d. Volcanic driblets _____

2.If a volcano erupted ten thousand years ago but has not erupted since then, what kind of volcano is it? _____

3. What does the underlined word *great* mean in this passage?

Chomp 159

You have been assigned the following research project:

Using the Internet, research the Great Depression to explain the function of soup kitchens during this time.

- 1. Which of the following questions would not lead you to information needed for your project?**
 - a. Who ran the soup kitchens?
 - b. What was served at soup kitchens and who was allowed to come?
 - c. When did the Great Depression take place?
 - d. How many women took jobs for the first time during the Great Depression?

 - 2. When determining whether or not your Internet source is reliable, which of the following will not help?**
 - a. Looking to see how up-to-date the information on the site is
 - b. Looking at other websites to see if the facts match
 - c. Looking at the size of the text and the colors used on the website
 - d. Considering the domain name of the resources to see if they are commercial (.com or .firm) educational (.edu), governmental (.gov) or organizational (org. or .net)

 - 3. After gathering research from a website, what information should you record in order to cite the website in a bibliography?**
-

Chomp 160

1. **Writers should vary sentence patterns for meaning, reader interest, and style. In the box below, list different sentence patterns.**

2. **Write a paragraph about your favorite meal. Begin your sentences in different ways and vary your sentence patterns.**

The house was enormous. The porch wrapped around it. The front door swung open. The butler stood with a solemn face. The inside of the house was frightening.

3. **Revise this paragraph for sentence fluency. Rewrite it combining sentences or adding to sentences as needed. Try to begin each sentence in a different way.**

Chomp 161

A RIDDLE

I have only one foot, but thousands of toes;
My one foot stands, but never goes;
I have many arms and they're mighty all;
And hundreds of fingers, large and small.
None ever saw me eat—I've no mouth to bite;
Yet I feed all day in the full sunlight;
In the summer with song I shake and quiver,
But in winter I fast and groan and shiver.

-George Macdonald

1. What is the answer to this riddle? _____
Underline two details from the poem that helped you come to this conclusion.

2. What is the rhyme scheme of this poem?

3. Explain the last two lines of the poem.

Chomp 162

Read the following setting for an act in a play. Then, answer the questions.

It is a blockhouse in a Kentucky clearing, at one of the outposts of civilization to be found all along the frontier of the United States at the close of the eighteenth century. The sun is about to rise and objects are only dimly seen through the early morning haze. The building itself is at the left. It is made of roughhewn logs. A closed door of heavy planks is shown in the front wall. The windows are narrow loop-holes through which can be seen from time to time the blue barrels of flint-lock rifles. The second story of the blockhouse projects over the first, so that anyone approaching the wall would be subjected to rifle fire from the floor above. A cleared space in front contains the stumps of several large trees, behind one of which may be seen a crouching Indian, invisible to the blockhouse but easily seen by the audience. Well back and at the right is a small stream. Beyond both right and back the forest extends indefinitely. Shadowy figures are moving among the trees.

1. Does the scene show a time of danger or of peace?
_____ Underline two details to defend your answer.

2. Are people within the blockhouse? _____ Highlight or circle a sentence from the passage that lets you know this.

3. On which side of the stage is the blockhouse? _____
the stream? _____

Chomp 163

In the restless desire for acquisition,—acquisition of money, of power, or of fame,—there is danger of selfishness, self-absorption, closing the doors of our hearts against the demands of brotherly love, courtesy, and kindness.

“I cannot afford to help,” say the poor in pocket; “all I have is too little for my own needs.” “I should like to help others,” says the ambitious student, whose every spare moment is crowded with some extra task, “but I have no money, and cannot afford to take the time from my studies to give sympathy or kind words to the suffering and the poor.” Says the busy man of affairs: “I am willing to give money, but my time is too valuable to be spent in talking to sick people or shiftless, lazy ones. That sort of work is not in my line. I leave it to women and the charitable organizations.”

The business man forgets, as do many of us, the truth expressed by Ruskin, that “a little thought and a little kindness are often worth more than a great deal of money.” A few kind words, a little sympathy and encouragement have often brought sunshine and hope into the lives of men and women who were on the verge of despair.

The great demand is on people’s hearts rather than on their purses. In the matter of kindness we can all afford to be generous whether we have money or not. The schoolboy may give it as freely as the millionaire. No one is so driven by work that he has not time, now and then, to say a kind word or do a kind deed that will help to brighten life for another. —From *Gladstone Found Time to be Kind*

- 1. According to the passage, what type of person would say that they have too much to do to give to the poor?**
 - a. The business man
 - b. The ambitious student
 - c. The poor in pocket
 - d. The busy man of affairs
- 2. What point does the last paragraph make to the reader?**
 - a. Even without much time or money, anyone can make a difference by being kind.
 - b. People who have big hearts have small purses.
 - c. Everyone has the same amount of time in a day so everyone should be kind.
 - d. A kind deed is worth a great deal of money.
- 3. What effect does the underlined quote by Ruskin have on the message of the passage?**
 - a. The quote emphasizes the cost of kindness.
 - b. The quote emphasizes the personality of those who are kind.
 - c. The quote emphasizes that kindness is free and is more valuable than money.
 - d. The quote emphasizes that kindness lives in all of us, but it may be hidden.

Chomp 164

One day we visited a cave some two miles down the stream, which had recently been discovered. We squeezed and wriggled through a big crack or cleft in the side of the mountain. Once inside, we emerged into a large dome-shaped passage, the abode, during certain seasons of the year, of innumerable bats and at all times of primeval darkness. There were various other crannies and pit-holes opening into it, some of which we explored. **The voice of running water was heard everywhere, betraying the proximity of the little stream by whose ceaseless corroding the cave and its entrance had been worn.** This streamlet flowed out of the mouth of the cave, and came from a lake on the top of the mountain; this accounted for its warmth to the hand, which surprised us all.

1. What is the meaning of the underlined word **abode**?

- a. house
- b. rock
- c. danger
- d. waterfall

2. In your own words, write what the bolded sentence means.
Use the following definitions to help you.

proximity- closeness, nearness

ceaseless-never ending

corroding- decaying

3. What time of year does the action in this passage take place?

Underline a passage that supports your answer.

Chomp 165

1. Write a strong ending for one of the following topics.

A place you are glad you visited

A place you never wanted to go

A time when you once got out of trouble

A time when you were in trouble

2. Combine the following short, choppy sentences into longer, more interesting sentences.

- My mom likes to cook.
- She likes to cook Italian food.
- She likes to cook Italian food for my brothers and me.
- My mom doesn't like to go out to eat.

3. Use a thesaurus to find better words for the following.

- nice _____
- pretty _____



THE HAYLOFT

Through all the pleasant meadow-side
The grass grew shoulder-high,
Till the shining scythes went far and wide
And cut it down to dry.

These green and sweetly smelling crops
They led in wagons home;
And they piled them here in mountain-tops
For mountaineers to roam.

Here is Mount Clear, Mount Rusty-Nail,
Mount Eagle and Mount High;
The mice that in these mountains dwell,
No happier are than I!

O what a joy to clamber there,
O what a place for play,
With the sweet, the dim, the dusty air,
The happy hills of hay!

1. Based on the context of the first stanza, what is a scythe?

2. What happens in the second stanza? Who are the “mountaineers”?

3. Who lives in the hay? Who plays in the hay?

Chomp 167

“They are at the ten yard line with two minutes left until halftime!” the announcer bellowed. “They give the ball to Reggie Thomas. He breaks a tackle... make that two tackles...TOUCHDOWN!” the announcer continued. After that game, I was the happiest person on Earth! I scored one touchdown that game and made many tackles.

At the start of the game, we were fired up! We were jumping all over the place and were ready for the game to begin. Our “cross-town rivals” thought they would win. But, they thought wrong! There was no way we would be defeated again by them. I made the first tackle of the game and caused their quarterback to fumble the ball. That seemed to take the life out of their team all together. Nick scored the last touchdown of the game for our team to put the game away. The final score was 13-7, and we were the 2012 District Champs!

1. What is the point of view used to tell the story? What makes this point of view successful in this passage?

2. What literary device does the author use to start the passage? Is this a successful introduction? Why or why not?

3. Find and underline the hyperbole in the first paragraph. Find and underline the two idioms in the second paragraph. Tell what each example of figurative means. What affect does the hyperbole and idioms have in the passage?

Chomp 168

Bats are the only mammals that can fly, but vampire bats have an even more interesting distinction—they are the only mammals that feed entirely on blood. These notorious bats sleep during the day in total darkness, suspended upside down from the roofs of caves. They typically gather in colonies of about 100 animals, but sometimes live in groups of 1,000 or more. In one year, a 100-bat colony can drink the blood of 25 cows.

During the darkest part of the night, common vampire bats emerge to hunt. Sleeping cattle and horses are their usual victims, but they have been known to feed on people as well. The bats drink their victim's blood for about thirty minutes. They don't remove enough blood to harm their host, but their bites can cause nasty infections and disease.

Vampire bats strike their victims from the ground. They land near their prey and approach it on all fours. The bats have few teeth because of their liquid diet, but those they have are razor sharp. Each bat has a heat sensor on its nose that points it toward a spot where warm blood is flowing just beneath its victim's skin. After putting the bite on an animal, the vampire bat laps up the flowing blood with its tongue. Its saliva prevents the blood from clotting.

1. Which of the following is the best title for this article?

- a. The Life of the Vampire Bat
- b. The Eating Habits of Vampire Bats
- c. The Dangers of Infections from Bats
- d. The Legend of Vampire Bats

2. How does the author show that the vampire bat is relatively harmless?

- a. by explaining that a bat colony can contain as many as 1,000 bats
- b. by describing the hunting habits of vampire bats
- c. by providing the information about the vampire bat's teeth
- d. by explaining that vampire bats do not remove large amounts of blood from their prey

3. What makes the vampire bat effective at hunting and feeding at night?

Use at least two details from the article to support your answer.

Chomp 169

1. Rewrite the following sentences making corrections to the mistakes.

Them boys are not going to the game tonight.

The doors is open at 7:15 for anyone who needs extra help.

Yesterday I saw some pumpkins for sell and some apples too.

When reading, it is important that we are thinking clearly. Read and answer each of the following questions. These are not math problems. As long as you are thinking about what you are reading, you should know the answers.

2. Mary was born in February 1910. Her cousin, Marion, is four months older. Was Marion born in 1910?

3. John went with his two brothers to the park. One brother spent twenty-five cents, the other spent thirty cents. John spent more than these two together. In all, did they spend more than one dollar?

Chomp 170

Read the following passage.

Jupiter is most well-known for both its size and it's many moons.

Jupiter is the largest planet in the solar system. Jupiter is the fifth planet from the sun. It is two and a half times the mass of all the other planets in the Solar System combined. The mass of Jupiter is over three hundred times the mass of Earth.

Earth has only 1 moon. Jupiter on the other hand has at least sixteen. Some of these Moons are larger than some of the planets' in the solar system. Jupiter is a very interesting planet to study.

1.Find and edit the five errors in the passage.

2.Combine the underlined simple sentences into a compound sentence.

3. Which pronoun would be used correctly to replace Jupiter?

- a. yourself b. itself c. himself d. themselves

THE MOON

The moon has a face like the clock in the hall;
She shines on thieves on the garden wall,
On streets and fields and harbor quays,
And birdies asleep in the forks of the trees.

The squalling cat and the squeaking mouse,
The howling dog by the door of the house,
The bat that lies in bed at noon,
All love to be out by the light of the moon.

But all of the things that belong to the day
Cuddle to sleep to be out of her way;
And flowers and children close their eyes
Till up in the morning the sun shall rise.

1.What is the effect of the personification in this poem?

- a. It helps create a rhyme scheme.
- b. It makes the moon seem real.
- c. It makes the cat and the mouse seem upset.
- d. It makes the children seem sleepy.

2. Which word is closest in meaning to quays? (line 3)

- a. workers
- b. birds
- c. docks
- d. trips

3.Describe the different affect the bright “face” of the moon on nocturnal creatures as opposed to diurnal (daytime) creatures.

Chomp 172

The Gnat and the Lion

A Gnat came and said to a Lion, "I do not in the least fear you, nor are you stronger than I am. For in what does your strength consist? You can scratch with your claws and bite with your teeth a woman in her quarrels. I repeat that I am altogether more powerful than you; and if you doubt it, let us fight and see who will conquer." The Gnat, having sounded his horn, fastened himself upon the Lion and stung him on the nostrils and the parts of the face devoid of hair. While trying to crush him, the Lion tore himself with his claws, until he punished himself severely.

The Gnat thus prevailed over the Lion, and, buzzing about in a song of triumph, flew away. But shortly afterwards he became entangled in the meshes of a cobweb and was eaten by a spider. He greatly lamented his fate, saying, "Woe is me! that I, who can wage war successfully with the hugest beasts, should perish myself from this spider, the most inconsiderable of insects!" . – From Aesop's Fables

1. How did the Gnat's speech and actions influence the Lion?
 - a. It made him laugh and walk away.
 - b. It caused him to doubt his own strength.
 - c. It caused him to become upset with women.
 - d. It caused him to become upset and act out.
2. What is another word that could be used in place of devoid in the first paragraph? _____
3. Select one of the following morals and explain why it is the best moral for the passage. Be sure to use details from the passage to support your choice.

The least of our enemies is often the most to be feared.

Pride over a success should not throw us off our guard.

Chomp 173

Words had to be invented, just as tools were. At first, men had no language. Very slowly they gave names to the things about them and learned to talk to each other. Mothers sang jingles and lullabies to their babies. Around the campfire at night men told how they had hunted the wild beasts. Women talked as they gathered and prepared food or dressed the skins of the wild animals. Mothers wanted their children to be brave and wise, so they told them stories about the bravest and wisest of their clan in the olden time. Perhaps this is why children, and older people too for that matter, have always been fond of stories. In these ways languages grew and the simple beginnings of literature were made.

People have always been fond of ornaments. The earliest men wore necklaces of teeth and claws. Later they made beads of bronze or of gold. The women tried to make their baskets and their clothes as beautiful as possible by coloring them with natural dyes. Some of the men liked to draw pictures of wild animals upon pieces of bone or upon the walls of their homes in the caves. People learned to count upon their fingers, and to use various parts of their bodies, like the finger, the hand, and the arm, as measures of length.

Our early ancestors lived in fear of many things about them. They thought that fire, the rivers, the sea, the sun, and many other natural objects were alive and could harm them or help them. So they offered gifts to all these things and prayed to them for help. Early men also believed that the souls of their ancestors lived after death, and that these ancestors could help them or harm them. They thought that if they offered gifts of food, and drink at the graves of their dead, the spirits of the departed would be pleased and would protect the living members of their families. If, on the other hand, the dead were neglected or forgotten they would become evil spirits who might bring great misfortune upon the living. They also thought that if the dead were not properly buried they would become ghosts, haunting the places they had known when they were alive. Because of these ideas early men were very careful to worship their ancestors. The first religions of the world grew out of these beliefs and practices of primitive men with reference to nature and to their own ancestors.

—From *"Our Beginnings in Europe and America"* by Smith Burnham.

1. Using the text to support your response, explain how language grew.

2. Underline the ways early humans adorned themselves as well as their spaces.

3. Circle or highlight the things early humans did to feel more secure.

Chomp 174

You have been assigned the following writing prompt:

Tell about a special day you spent with your best friend.

Answer each question to plan your narrative. You may choose to write about a real or imagined event.

1. What event will you narrate? _____

Who will be your narrator? _____

What characters will you include? _____

2. What transition words or phrases could you use to help your reader shift from one time to another along with you in your story?

3. Plan some precise words you can use in your story to convey the events you will fully describe. Be sure to use some figurative language and sensory language.

Words/Phrases:

Figurative language:

Sensory language:

Chomp 175

In each sentence, explain how the underlined words being changed impacts the connotation of the sentence.

- 1. The difficult math problem took me a long time to solve.
The challenging math problem took me a long time to solve.**
-
-

- 2. My grandmother is stingy with her money.
My grandmother is economical with her money.**
-
-

Read the short passage below. First, change some of the words to more favorable connotations. Second, change it to have a negative connotation.

- 3. The boy did not weigh very much. He was very careful with his money. He only bought what he needed.**
-
-
-
-

What Rules the World

They say that man is mighty,
He governs land and sea,
He wields a mighty scepter
Over lesser powers than he;

But a mighty power and stronger
Man from his throne has hurled,
For the hand that rocks the cradle
Is the hand that rules the world.

- W. R. Wallace

1. According to the poem, what rules the world?

- a. nature
- b. men
- c. women
- d. mothers

2. A mighty scepter is a staff or a rod. Does the poem mean that an actual rod is used to rule the world?

3. Explain your answer to number two.

Chomp 177

Near the close of a feast, an Indian presented himself before the king with an artificial horse of the most perfect workmanship, richly clothed. “I flatter myself, sir,” said the Indian, addressing himself to the king, “that your majesty hath never seen anything so wonderful as this horse, either now, or at any former feast.” The king surveyed the horse with attention. “I see nothing,” said he, “but a fine piece of sculpture, which any able artist may make.”

“Sir,” replied the Indian, “it is not his form, but his use that I commend so highly. On his back I can convey myself through the air to the most distant part of the earth, in a very short time. I can even instruct any other person to ride in the same manner. Such is the curiosity I have the honor to present to your majesty's notice.”

The king was highly pleased with this account of the Indian's horse, and desired to see a proof of his abilities. “There is,” said the king, pointing to a mountain about three **leagues** off, “on the summit of that mountain, a palm tree of a particular quality, which I should know from all others; go, fetch me a branch of it.”

The Indian mounted his horse, and turning a peg which was in the neck, away he flew with him, and they were presently out of sight. Within a quarter of an hour he was seen returning with a palm branch in his hand, which, as soon as he had descended and **alighted**, he laid at the king's feet.

1. **What is so special about the Indian's horse?**

2. **Which of the following is the definition for the word *leagues*?**
 - a. to be in a place
 - b. a measure of distance
 - c. a group with a common goal
 - d. a sport's group
3. **Which of the following words would be the best replacement for the word *alighted* as it is used above?**
 - a. spoken
 - b. landed
 - c. turned a light on
 - d. flown away

Chomp 178

A customer who came one day to his little bookstore in Philadelphia, not being satisfied with the price demanded by the clerk for the book he wished to purchase, asked for the proprietor. "Mr. Franklin is very busy just now in the press room," replied the clerk. The man, however, who had already spent an hour aimlessly turning over books, insisted on seeing him. In answer to the clerk's summons, Mr. Franklin hurried out from the newspaper establishment at the back of the store.

"What is the lowest price you can take for this book, sir?" asked the leisurely customer, holding up the volume. "One dollar and a quarter," was the prompt reply. "A dollar and a quarter! Why, your clerk asked me only a dollar just now." "True," said Franklin, "and I could have better afforded to take a dollar than to leave my work."

The man, who seemed to be in doubt as to whether Mr. Franklin was in earnest, said jokingly, "Well, come now, tell me your lowest price for this book." "One dollar and a half," was the grave reply. "A dollar and a half! Why, you just offered it for a dollar and a quarter." "Yes, and I could have better taken that price then than a dollar and a half now."

Without another word, the crestfallen purchaser laid the money on the counter and left the store. He had learned not only that he who squanders his own time is foolish, but that he who wastes the time of others is a thief.

1. Explain how Franklin taught the customer that time is important.

2. Define the underlined word in the first paragraph. _____

3. Explain the last sentence of the passage.

Chomp 179

- 1. Write a poem about your sixth grade year. In this poem, include figurative language, alliteration, and repetition.**

- 2. If you could give a rising sixth grader some advice for their sixth grade year, what would it be? Write your advice in a complete sentence.**

- 3. Write a piece of advice for yourself for next school year. Write your advice in a complete sentence.**

Chomp 180

(1) It was the last day of school, and my friends and me couldn't wait until the end of the day! (2) We were heading straight for the beach. (3) "Its going to be great!" I squealed as we sat together during lunch. (4) I couldn't wait to feel the sand between my toes and breath in that salty air.

1. What is the correct way to write sentence one?

- a. It was the last day of school, and my friends and I couldn't wait until the end of the day.
- b. It was the last day of school and my friends and I couldn't wait until the end of the day.
- c. It was the last day of school, and my friends and me couldn't wait until the end of the day.
- d. Correct as it is

2. Find and correct the mistake in sentence three.

3. Find and correct the mistake in sentence four.
