

## Independent Practice with Context Clues

DIRECTIONS: Read the passage and answer the questions that follow.

**Uranium**, a **radioactive** metallic element, has been found to be useful in many ways, namely to fuel power plants. However, it has its share of problems. One major problem is **radiation** sickness, which causes severe damage to the human body. Scientists who work with uranium must protect themselves from the energy that travels in waves from the element.

1. What is **uranium**? \_\_\_\_\_
2. What is one way that uranium is useful?
  - A. It can be used to make humans sick.
  - B. It is used to fuel power plants.
  - C. It is a valuable food source.
  - D. It is metallic.
3. What does **radiation** mean? \_\_\_\_\_  
\_\_\_\_\_
4. Underline or highlight the clues that help you understand the meaning of **radiation**.
5. What does **radioactive** mean? \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

## Take a Closer Look

### Context Clue Strategies

1. **Definition**—look for a definition that follows the word. Sometimes, it will be signaled by commas. Highlight the definition of *uranium*.

Uranium, a radioactive metallic element, has been found to be useful in many ways, namely to fuel power plants.

2. **Example**—look for a description that demonstrates the word. Do what the young boy is doing. How do you feel?

The young boy couldn't stop **fidgiting**, *drumming his pencil on the desk as he squirmed in his chair*.

3. **Opposite**—look for the opposite of what is being described. Pretend to be Matthew eating pizza. Then pretend to be Margaret. The phrase "on the other hand" signals the opposite. How much pizza might Margaret be eating?

Matthew ate four slices of pizza.

Margaret, on the other hand, showed **restraint**.

Use *definition*, *example*, and the *opposite* to understand the bold words. Write your definition in the blanks provided.

1. Few people imagine themselves becoming a **philanthropist**, a person who actively promotes the welfare of others by giving, but many dream of having the wealth necessary to be one.

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2. Chloe was unable to hide her **embarrassment**. She could feel her face turning red clear to the tips of her ears, her mouth went dry, and her palms began to sweat. Then, Cayden stepped up pointing to the broken globe on the floor and said, "And *that*, folks, is gravity, which is the next part of our presentation!"

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3. Maximus looked at the **desolate** landscape and immediately missed his home. He preferred the green rolling hills of his native land, dotted with groves of shady trees.

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# Here's the News

## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Write a sentence for the type of figurative language.  
Then explain the meaning.

**1** Simile: \_\_\_\_\_

Explanation: \_\_\_\_\_

**2** Metaphor: \_\_\_\_\_

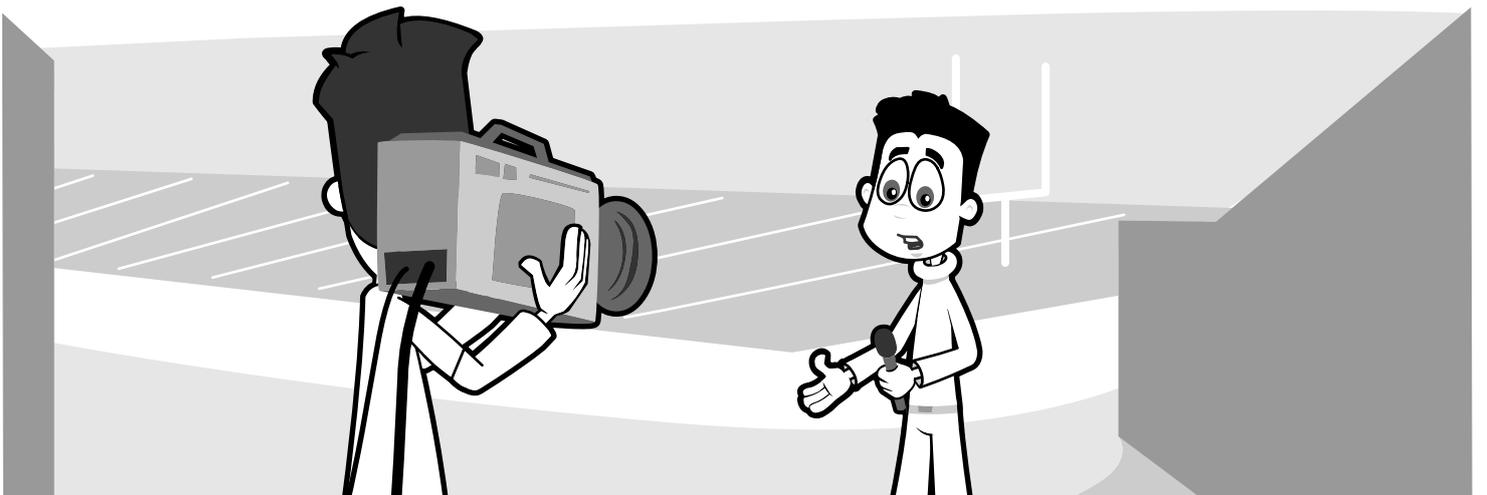
Explanation: \_\_\_\_\_

**3** Personification: \_\_\_\_\_

Explanation: \_\_\_\_\_

**4** Hyperbole: \_\_\_\_\_

Explanation: \_\_\_\_\_





Name: \_\_\_\_\_ Class: \_\_\_\_\_

Answer the following questions in your own words.

**1** What is the difference between explicit information and implicit information?

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**2** What is an inference?

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**3** Why is it important to quote from the text when supporting your explanation about a text?

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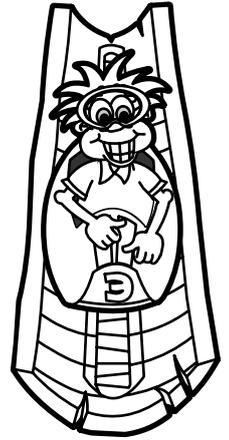
# Swamp Fever

## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Read the passage.  
Answer the questions that follow.

"First one to the top wins!" Manu shouted. "You're on!" Klara laughed. Manu started out at a sprint. As they hiked higher, the incline became steeper. The well worn path was replaced by many rocks and tree branches which had to be climbed over. Manu kept up his quick pace and was ahead. Surprisingly, Klara wasn't concerned. She kept up her steady pace. Manu began to get tired and stopped to rest. Klara easily overtook him and kept up her steady ascent. Manu tried to sprint to catch up, but couldn't catch his breath. "Catch you at the top!" Klara teased and easily climbed ahead.

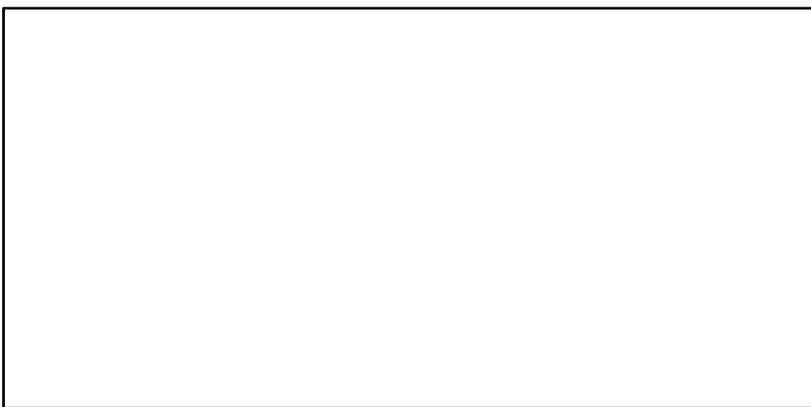
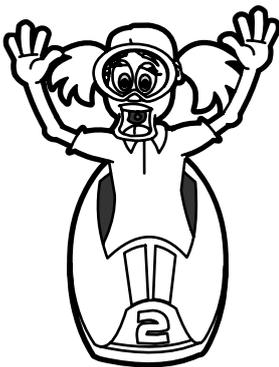


<b>1</b> Who is telling the story?		
Klara	Manu	Narrator

<b>2</b> Who is the conflict between?		
Klara and the mountain	Klara and Manu	Manu and the weather

<b>3</b> Which best describes the theme?		
Look for peaceful solutions.	Friends never compete.	Slow and steady wins the race.

**4** Draw a picture of the setting including the two main characters.



**5** Think about what might happen next. Write dialogue between Klara and Manu.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## **The Wolf in Sheep's Clothing**

by Aesop

Passing by a meadow one day, a wolf saw a flock of sheep in the field. "I want to eat one," he snarled hungrily. "How can I get close to them?" Then he had a brilliant idea. He found an old sheepskin and covered himself with it so that he looked just like a sheep.

He walked casually down to the sheep in the field and joined the flock. Sheep are not particularly bright, so they thought he was one of them and were not scared. Not even the shepherd who was watching the sheep noticed the wolf. The wolf decided to wait until nightfall to eat the sheep because he knew the shepherd would go home by then.

At the end of the day, however, a farmer came to buy a sheep for dinner. The farmer looked at all of the sheep and, wanting to choose the biggest one, chose the wolf to be his dinner.

**New Word Graphic Organizer - Choose a word from the story that you do not know, and complete the graphic organizer below.**

**Definition in own words:**

**Examples**

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**New Word**

**Non-Examples**

**Picture (What it looks like):**

Title of Story: \_\_\_\_\_

**Theme Topic:**



**Supporting Details for Theme:**



**Theme Statement:**



**Application to Real-Life Situations:**



# What's the Point?

## Activity Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Answer the following questions in your own words.

**1** What is the difference between first-person and third-person point of view?

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**2** How can you determine the point of view in a story?

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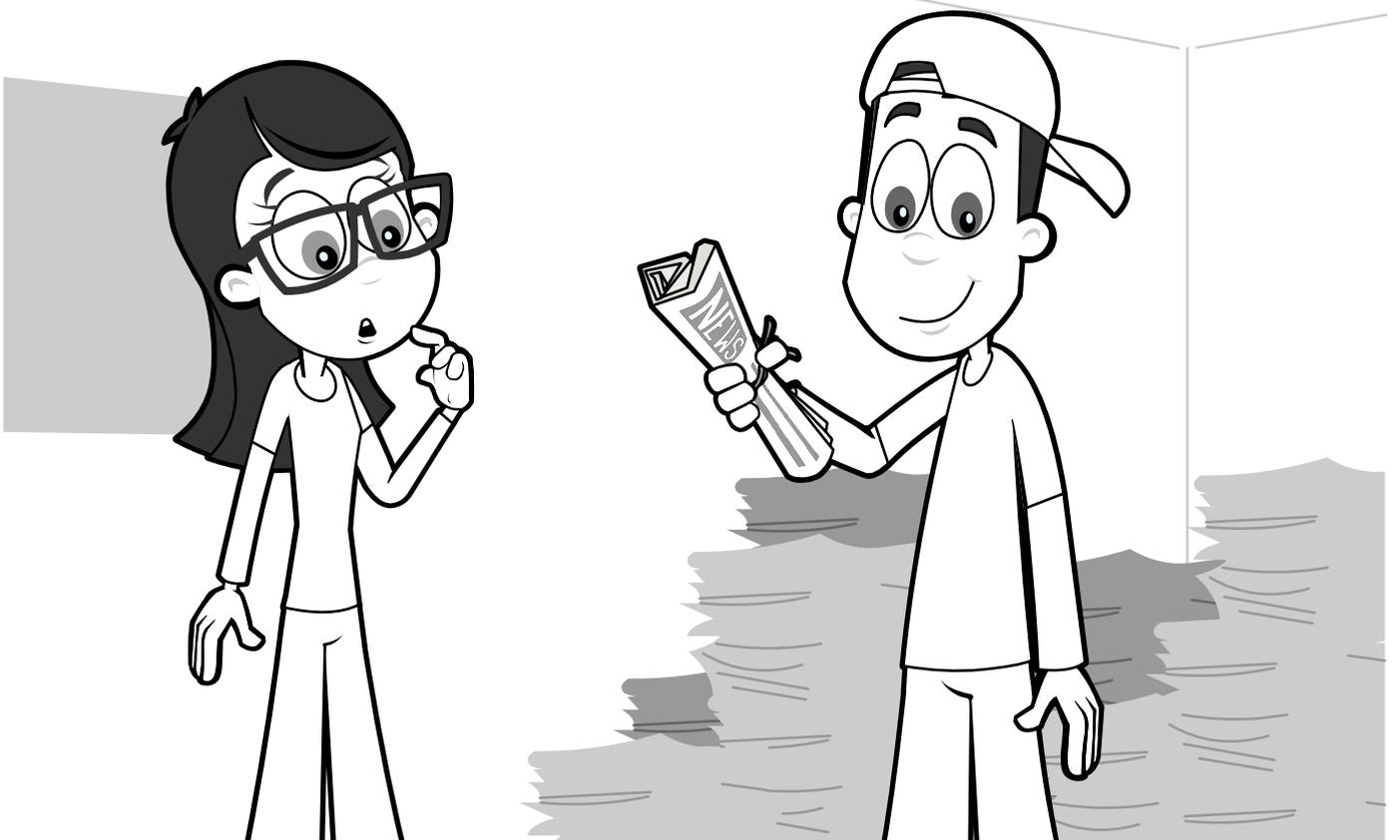
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**3** How can point of view help you compare and contrast two texts?

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**Directions:** For each of the following stories, write a 1 paragraph description of one of the characters in the excerpt. Make sure there is enough detail about that character in the excerpt before you choose him/her! Write your description below.

*excerpt from* **The Wonderful Wizard of Oz**

by L. Frank Baum

When Aunt Em came there to live she was a young, pretty wife. The sun and wind had changed her, too. They had taken the sparkle from her eyes and left them a sober gray; they had taken the red from her cheeks and lips, and they were gray also. She was thin and gaunt, and never smiled now. When Dorothy, who was an orphan, first came to her, Aunt Em had been so startled by the child's laughter that she would scream and press her hand upon her heart whenever Dorothy's merry voice reached her ears; and she still looked at the little girl with wonder that she could find anything to laugh at.

Uncle Henry never laughed. He worked hard from morning till night and did not know what joy was. He was gray also, from his long beard to his rough boots, and he looked stern and solemn, and rarely spoke. It was Toto that made Dorothy laugh, and saved her from growing as gray as her other surroundings. Toto was not gray; he was a little black dog, with long silky hair and small black eyes that twinkled merrily on either side of his funny, wee nose. Toto played all day long, and Dorothy played with him, and loved him dearly.

*excerpt from* **Anne of Green Gables**  
by L. M. Montgomery

When Mr. Phillips was in the back of the room hearing Prissy Andrews's Latin, Diana whispered to Anne, "That's Gilbert Blythe sitting right across the aisle from you, Anne. Just look at him and see if you don't think he's handsome."

Anne looked accordingly. She had a good chance to do so, for the said Gilbert Blythe was absorbed in stealthily pinning the long yellow braid of Ruby Gillis, who sat in front of him, to the back of her seat. He was a tall boy, with curly brown hair, roguish hazel eyes, and a mouth twisted into a teasing smile. Presently Ruby Gillis started up to take a sum to the master; she fell back into her seat with a little shriek, believing that her hair was pulled out by the roots. Everybody looked at her and Mr. Phillips glared so sternly that Ruby began to cry. Gilbert had whisked the pin out of sight and was studying his history with the soberest face in the world; but when the commotion subsided he looked at Anne and winked with inexpressible drollery.

"I think your Gilbert Blythe is handsome," confided Anne to Diana, "but I think he's very bold. It isn't good manners to wink at a strange girl."

*excerpt from Tom Sawyer*  
by Mark Twain

“What’s gone with that boy, I wonder? You TOM!”

No answer.

The old lady pulled her spectacles down and looked over them about the room; then she put them up and looked out under them. She seldom or never looked through them for so small a thing as a boy; they were her state pair, the pride of her heart, and were built for “style,” not service—she could have seen through a pair of stove-lids just as well. She looked perplexed for a moment, and then said, not fiercely, but still loud enough for the furniture to hear:

“Well, I lay if I get hold of you I’ll—”

She did not finish, for by this time she was bending down and punching under the bed with the broom, and so she needed breath to punctuate the punches with. She resurrected nothing but the cat.

# Compare and Contrast: Display Pages

# Compare and Contrast

When you **compare** two things, you decide how they are similar.

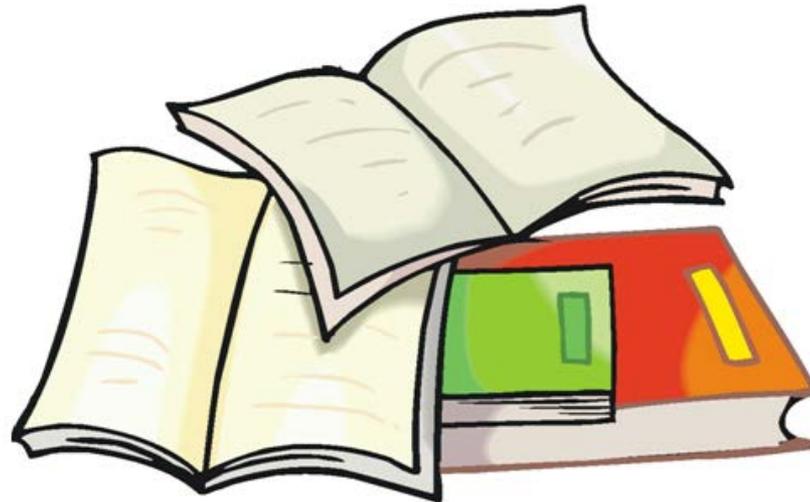
When you **contrast** two things, you decide how they are different.



# Compare and Contrast

You can compare or contrast any elements of text, including characters, setting, scope, theme, text structure, genre, and author's purpose.

Comparing and contrasting texts with similar characters deepens a reader's understanding of the characters..



## Compare and Contrast Passages

### A Boy's Song

by James Hogg (1770-1835)

Where the pools are bright and deep,  
Where the gray trout lies asleep,  
Up the river and o'er the lea,  
That's the way for Billy and me.

Where the blackbird sings the latest,  
Where the hawthorn blooms the sweetest,  
Where the nestlings chirp and flee,  
That's the way for Billy and me.

Where the mowers mow the cleanest,  
Where the hay lies thick and greenest,  
There to trace the homeward bee,

That's the way for Billy and me.

Where the hazel bank is steepest,  
Where the shadow falls the deepest,  
Where the clustering nuts fall free.  
That's the way for Billy and me.

Why the boys should drive away,  
Little sweet maidens from the play,  
Or love to banter and fight so well,  
That's the thing I never could tell.

But this I know, I love to play,  
Through the meadow, among the hay;  
Up the water and o'er the lea,  
That's the way for Billy and me.

excerpt adapted from *Penrod and Sam*

by Booth Tarkington

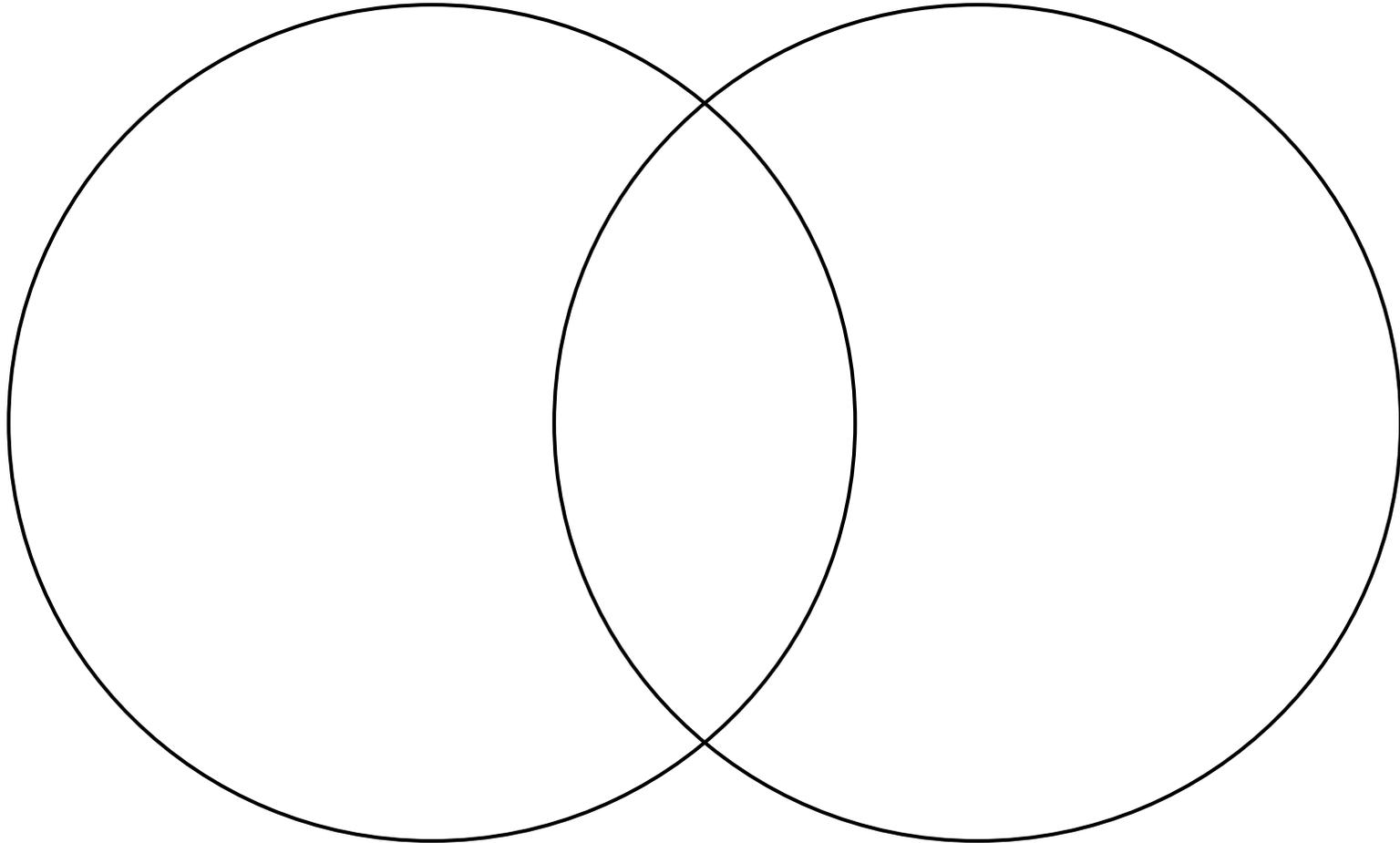
During the daylight hours of several autumn Saturdays there had been severe outbreaks of cavalry in the Schofield neighborhood. The sabers were wood, and the steeds were imaginary. Both were employed in a game called “bonded pris’ner” by its inventors, Penrod Schofield and Samuel Williams. The pastime was not difficult. When two enemies met, they fenced spectacularly until the person of one or the other was touched by the opposing weapon. Then, after the claims of foul play had been settled, the combatant touched was considered to be a prisoner. He would remain a prisoner until such time as he might be touched by the hilt of a sword belonging to one of his own party. This effected his release and restored to him the full enjoyment of hostile activity. Pending such rescue, however, he was obliged to accompany his captors wherever their war plans led them. This included many strange places. The game was exciting. At its highest pitch, it would sweep out of an alley into a stable, out of that stable and into a yard. Then out of that yard and into a house, and through that house with the sound (and effect upon furniture) of trampling herds. In fact, this very thought of herds must have been in the mind of the distressed woman in Mrs. Williams’s kitchen. For she declared that she might “jes’ as well try to cook right spang in the middle o’ the stock-yards.”

All up and down the neighborhood the campaigns were waged. They were accompanied by the martial clashing of wood upon wood and by many noisy arguments.

Compare and Contrast Venn Diagram

**A Boy's Song**

**Penrod and Sam**



**Compare and Contrast Texts: *A Boy's Song* and *Penrod and Sam***

<b>Text Element</b>	<b>Text 1 Contrast</b>	<b>Text 2 Contrast</b>
characters		
	<b>Compare:</b>	
<b>Text Element</b>	<b>Text 1 Contrast</b>	<b>Text 2 Contrast</b>
setting		
	<b>Compare:</b>	
<b>Text Element</b>	<b>Text 1 Contrast</b>	<b>Text 2 Contrast</b>
plot		
	<b>Compare:</b>	
<b>Text Element</b>	<b>Text 1 Contrast</b>	<b>Text 2 Contrast</b>
theme		
	<b>Compare:</b>	