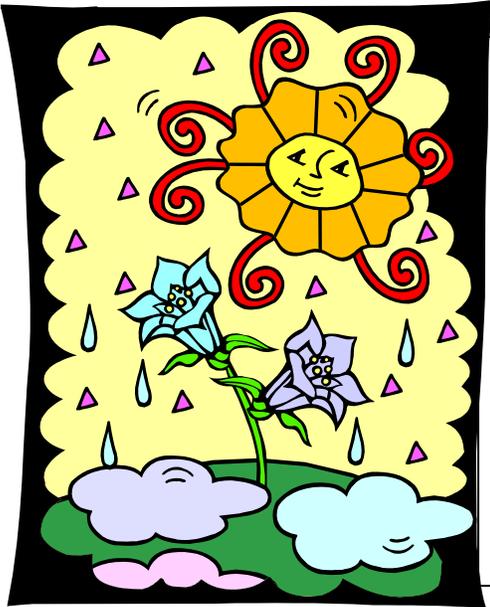


Enjoy the Sun- Grow Neurons- Build

Stamina **Checklist to Success!**



Make sure you have completed everything on this checklist to ensure you will earn an extraordinary grade!

- I answered each question meticulously and used my work habits checklist for each question.
- I used the checklist to complete my OER using all of the criteria
- I entered my reading on my reading log meticulously.
- My parents have signed **every** entry on my reading log.
- I have re-read and reviewed the confusing parts of the book.
- I am ready and excited to take my AR test on Love That Dog and my independent AR book!

Pride of 2028,

While I am sad that we didn't get the chance to say goodbye before our sudden spring break, I am glad to know that each of you will all be safe and healthy at home with your families while we wait for this to pass. While at home, I'll be spending lots of time preparing for the return of your silly, sweet, healthy faces to school and of course reading a TON, including Love That Dog!

You guys are SOOOOO lucky because you have earned a super cool break novel. Also, because you have teacher that care so much about you to make break packets for you that can keep your brains sharp in between all the Fortnite I'm sure you'll all play! Keep your mind sharp by enjoying Love That Dog. Be sure to meticulously answer the questions in your Break Packet as well.

You will take an AR test on Love That Dog on Tuesday, April 7th

Grading:

Reading Comprehension: ____/9 points

Written Response to Literature: ____/16 Points

WORK HABITS

- ✓ ++ (100) I used all of my strategies perfectly
- ✓ + (95) I used all of my strategies
- ✓ (85) I used some of my strategies
- ✓ - (75) I didn't use quality strategies
- ✓ - - (65) I didn't use any strategies

*PARENT SIGNATURE: _____

(Please sign AFTER it has been graded ☺)



Love That Dog



➤ **Directions:** Answer the questions below about our Break Novel!!!!!! (YEESSSSSS!)
Be sure to be **meticulous** and **collegiate**.

1. When Miss Stretchberry, Jack's teacher, gives her students a poetry writing assignment, how does Jack react?

- a. He is excited
- b. He is eager
- c. He is reluctant
- d. He is sad

My TE is on Page _____ where it says:

- Did I **underline key words** in the question?
- Did I **disprove answers** and slash the trash?
- Did I find **textual evidence for EVERY question and write the page number and the EXACT TE on the line below the question?**

2. What was one of the excuses Jack made up at the beginning of the book to say why he didn't want to write poetry?

- a. Poetry is boring
- b. Brain's empty
- c. Poetry is too hard
- d. He is tired

My TE is on Page _____ where it says: _____

3. How can you tell that Jack is beginning to like poetry?

- a. He asks his teacher for more poems to read
- b. He allows his teacher to put his poetry on the board
- c. He reads his poetry to his mom
- d. He allows his teacher to read his poem out loud to the class

My TE is on Page _____ where it says: _____

4. How did Jack get his pet, the yellow dog?

- a. Jack chose him at the Animal Protection Center
- b. Jack bought him from the pet store
- c. Jack's dad found him on the side of the road and brought him home
- d. Jack chose him when he went to the city

My TE is on Page _____ where it says: _____

5. How did the words of Walter Dean Myers help Jack?

- a. They made him laugh
- b. They made him cry
- c. They gave him a structure to write a poem
- d. They reminded him of his own life

My TE is on Page _____ where it says: _____

6. What does the word anonymous mean on page 11 and 40?

- a. Annoying
- b. Unknown
- c. Friendly
- d. Ignorant

My TE is on Page _____ where it says: _____

7. Turn to page 35. In the box below, paraphrase the stanza to show your understanding.

My brain was pop-pop-popping
when I was looking at those poems.
I never knew a poet person
could do that funny
kind of thing.

Paraphrase:

8. Turn to page 70. In the box below, paraphrase the stanza to show your understanding

And I saw Sky
going after the ball
wag-wag-wagging
his tail
and I called him
“Sky! Sky!”
And he turned his
head
but it was too late
because the
blue car blue car
splattered with mud
hit Sky

Paraphrase:

9. Turn to page 86. In the box below, paraphrase the stanza to show your understanding.

Love that dog,
like a bird loves to fly
I said I love that dog
like a bird loves to fly
Love to call him in the morning
love to call him
“Hey there, Sky!”

Paraphrase:

Above and Beyonds

These texts/questions are above and beyond questions to sharpen your skills when we return on April 7th. If we were to be out longer than April 7th for any reason, these are no longer Above and Beyond and should be completed by all students.

FICTION PASSAGE 1: BOUND FOR A NEW LIFE

by Ruth Spencer Johnson

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| <input type="checkbox"/> Did I annotate for thinking questions? |
| <input type="checkbox"/> Did I write a main idea at the end of the passage? |

In 1607, 104 English men and boys arrived in North America to start a settlement. The settlement went through many struggles but continued to grow. More laborers were needed to work on the farms and in town, so the Virginia Company brought more people from England. Some went willingly to Virginia. Others were children who were taken against their will—kidnapped or tricked into service. Around 1620, the Lord Mayor of London began sending orphans from London's streets to work in Virginia. Here are the tales two of those children might have told.

ROBERT'S STORY

[1]By the time I was 12, both my parents were dead. Soon I was living on the streets of London, begging for food. One terrible night, two men grabbed me and told me I was going to Virginia, like it or not.

The men said that children like me were a disgrace to London, that our city was too full of orphans, begging and stealing on the streets. The planters in Virginia needed workers, so we were being rounded up and sent to Jamestown to work for the Virginia Company. That meant that I would be bound to work without pay until I turned 21. His words sent fear through my heart!

The other man explained that I would work in the tobacco fields or learn a trade. Then, after I'd served out my term, I'd be free. He said that hard work would keep me out of trouble!

When I arrived in Jamestown, I worked for the Virginia Company. "If you work hard and serve us well," they said, "we will treat you fairly. But if you are lazy or dishonest, or you try to run away, your life will not be easy."

[5]Life in Virginia was even harder than I had imagined. I worked from dawn to dark, planting and weeding tobacco. My clothes became ragged; my belly was never full. I existed mostly on corn gruel, peas, and a little bread. Many other servants died from heat and disease, but somehow I survived.

Today I turn 21. At last, I'm a free man! The company has given me the 50 acres of land they promised me. I am luckier than many. The company worked me hard, but I also learned woodworking skills. Carpenters are in great demand here, so I'm sure to find employment. After nine long years, I finally have hope for my future!

SARAH'S STORY

In London my family was poor. One day in 1622, when I was 14, a man offered me a chance to sail to America. "America is the land of opportunity for a poor girl like you," he claimed. "Just work a few years in Virginia to pay for your passage on the ship, and then you'll be free to make your own life."

I listened, thought, and finally decided to sign the papers. The agreement was called an indenture. It meant that I was bound to work for seven years in exchange for food and shelter. I was ready for a new life in Virginia.

Some opportunity! I had signed up for a chance to work my fingers to the bone in Jamestown. For seven years, I cleaned and cooked, washed and mended. I tended my master's children and weeded his vegetable garden. His wife was a mean-spirited woman who beat me for the smallest mistake.

[10]Now, at last, my term of service is over. I have married a man who was also indentured. Now we have our own farm near Jamestown. I guess

America is a land of opportunity after all!

Main Idea:

1. What is the main idea of the text?

- A. Many children who went to work in America tried to return to their home country.
- B. Children were better paid for their services in America than in their home countries.
- C. Some children had to work hard for no money before they were free to live in America.
- D. Children did not find the opportunities they were promised when they came to America.

- Did I **underline key words** in the question?
- Did I **evaluate answers in a smart way**?
- Did I **find and label textual evidence for EVERY question**?

2. Which quote from the text highlights Robert's life in Jamestown as a child?

- A. "we will treat you fairly." (Paragraph 4)
- B. "My clothes became ragged; my belly was never full." (Paragraph 5)
- C. "Many other servants died from heat and disease" (Paragraph 5)
- D. "The company has given me the 50 acres of land they promised me." (Paragraph 6)

3. Which quote supports the idea that "America is a land of opportunity"? (Paragraph 10)

- A. "if you are lazy or dishonest, or you try to run away, your life will not be easy." (Paragraph 4)
- B. "The company has given me the 50 acres of land they promised me." (Paragraph 6)
- C. "It meant that I was bound to work for seven years in exchange for food and shelter." (Paragraph 8)
- D. "Some opportunity! I had signed up for a chance to work my fingers to the bone in Jamestown." (Paragraph 9)

4. How do both Robert and Sarah feel at the end of their terms of service?

- A. happy for what they have in America
- B. sad that they had to leave their home country
- C. angry that they were tricked into going to America
- D. thankful for the people who helped them in America

FICTION PASSAGE 2: EMERGENCY ON THE MOUNTAIN

by Kerry McGee

Ana! *Leche!*" Mama called.

Milk. It was Ana's turn to get it. Ana sighed and shut her first-aid book. Her head hurt from reading in the dim morning light, but how else was she going to learn?

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| <input type="checkbox"/> Did I annotate for thinking questions? |
| <input type="checkbox"/> Did I write a main idea at the end of the passage? |

The milk pail banged against Ana's shins as she trudged down the steep slope. Green mountains circled the misty valley. Across the valley was the dusty yellow road that connected this village to the next one eight kilometers away.

Ana tethered the cow close to the fence. Somewhere below and out of sight lay Santiago, the second-biggest city in the Dominican Republic. And somewhere in Santiago, Ana knew, a group of volunteer doctors were gathering right now to teach medical skills to village nurses, or *cooperadoras*.

[5]*I should be there,* Ana thought. *Leta should have taken me with her.* Hours ago, Ana had heard the roar of a truck in the darkness and realized that her neighbor Leta was beginning the long drive down the mountain to the meeting.

But Leta already knows everything, Ana thought. Leta had been the *cooperadora* since before Ana was born. She'd been delivering babies, pulling teeth, and bandaging wounds in the village for decades.

Fresh milk squirted into the pail. *Leta thinks I'm too young to learn anything important,* Ana thought. *But she's wrong. I am old enough to help.*

Ana lugged the milk back to where Mama was frying eggs in the cooking shelter, then grabbed some bread and wandered up to the road.

Rafi, a village boy, had gotten a donkey, and some kids had gathered around to see it. Rafi was 13, just a little older than Ana, but he was always doing something to get attention. Like now: he was trying to stand on the animal's bare back.

[10]*No wonder they don't trust kids with anything important,* Ana thought, sighing.

She had just turned away when she heard a thud and a few screams.

Rafi lay on the ground nearby. The donkey stood several meters away.

"Rafi!" someone cried.

No answer. The donkey swished its tail.

[15]"Get Leta," someone said.

Ana shook her head. "Leta's gone to the city."

The other kids seemed frozen in place.

Ana ran to where Rafi was lying. She dropped to her knees on the dusty road. "Rafi! Can you hear me?"

Rafi moaned and flopped his head back and forth in pain.

[20]Ana saw that one of his legs was crooked, bent a little sideways between the knee and the ankle. A broken leg!

She remembered what the first-aid book had said about broken legs: *If there is no ambulance, stabilize the bone before moving the victim.*

There certainly wouldn't be any ambulance here. Ana looked back up the road. The other kids were still standing there, watching.

"Vin!" Ana called to one of the boys. "Go get Rafi's mama, and find someone with a truck." She turned to the others. "Give me your shirts. We need something to tie his leg with."

As Vin took off running, the others huddled closer.

[25] Rafi whimpered, and Ana said gently, "Rafi, you'll need to go down the mountain for a cast. But first, I'm going to tie your leg so it doesn't move around. Can you wiggle your toes?"

Rafi nodded, his eyes squeezed shut. Ana pulled off his shoe and watched him wiggle his toes.

Ana found a strong, straight stick, which she'd use to keep his leg steady. She carefully wrapped the boys' shirts around his leg and the stick, winding down from his knee to his ankle. Rafi opened his eyes and cringed.

"I know it hurts," Ana said. "But this will hold it still until you get to the hospital."

When Ana was done, she looked up and saw Rafi's mama watching from a few meters away. Behind her was a neighbor in a pickup truck. When Ana stepped away, Rafi's mama ran over and held Rafi's face in her hands.

[30] "Gracias, Ana," she said.

Rafi's mama and neighbor lifted Rafi into the truck, then drove down the dusty hillside toward the hospital.

The next day, Leta came to Ana's home. "I heard what you did," Leta said. "You kept your head in an emergency. That's an important skill."

Ana blushed. "I was afraid..."

Leta shook her head. "It's OK for a *cooperadora* to be afraid, as long as she keeps her head. Now, listen. The volunteer doctors are coming here tomorrow with vaccines.⁴ We need some extra hands. Can you help?"

[35] Ana didn't hesitate. "I would love to."

"Come early, then. There is a lot to learn."

Ana smiled. "I'll bring my first-aid book."

Main Idea:

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|---|
| <ul style="list-style-type: none"><input type="checkbox"/> Did I underline key words in the question?<input type="checkbox"/> Did I evaluate answers in a smart way?<input type="checkbox"/> Did I find and label textual evidence for EVERY question? |
|---|

1. What does the word "stabilize" mean as it is used in paragraph 21 of the passage from "Emergency on the Mountain"?

- A. bend back to the original position
- B. carry an object very carefully
- C. relieve incredible pain
- D. keep something still

2. In “Emergency on the Mountain,” why does Leta most likely invite Ana to help the volunteer doctors?

- A. Ana has been studying hard.
- B. Ana was able to stay calm during a crisis.
- C. Ana is willing to help her family.
- D. Ana wants to be treated like an adult.

3. Which sentence best describes a theme of the passage?

- A. Studying hard brings positive results during times of crisis.
- B. Taking turns with family chores teaches responsibility.
- C. Children need experience before they can be helpful.
- D. People should never stop discovering new information.

4. Which detail from the passage supports the theme?

- A. “Ana lugged the milk back to where Mama was frying eggs in the cooking shelter, then grabbed some bread and wandered up to the road.” (Paragraph 8)
- B. “No wonder they don’t trust kids with anything important, Ana thought, sighing.” (Paragraph 10)
- C. “She remembered what the first-aid book had said about broken legs: If there is no ambulance, stabilize the bone before moving the victim.” (Paragraph 21)
- D. ““We need some extra hands. Can you help?”” (Paragraph 34)

NONFICTION PASSAGE 1: NO PLANS? NO PROBLEM!

by Stephen Currie



[1]When the U. S. government decided to build the city of

Washington in 1789, it hired a Frenchman named Pierre L’Enfant to design it. L’Enfant had big ideas. He was a hard worker. And he wanted the new city to be grand and glorious. He planned wide streets that ran straight, and other streets that ran diagonally. He planned public parks and fine buildings. With two assistants, he drew up careful plans that showed exactly what he had in mind.

Unfortunately, L’Enfant was very hard to get along with. He was always picking fights with people. He kept

demanding more money for his project, too, and he got mad when the government didn’t want to give him more.

But what really made L’Enfant mad was when people started asking to see his exact plans. Oh, L’Enfant told them about some of his ideas — the streets, the parks, and the buildings. But he refused to show his drawings to anyone but the two assistants. Everybody else, he snapped, would just have to wait until he was ready.

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| <input type="checkbox"/> Did I annotate for thinking questions? |
| <input type="checkbox"/> Did I write a main idea at the end of the passage? |

For more than a year, people asked. For more than a year, L'Enfant refused. Every month they got more frustrated. Every month he got more furious! Finally, President Washington fired him. L'Enfant grabbed all the copies of his plans and stormed back to France.

[5]When the Americans found out, they were very upset. No plans? They would have to begin all over again! The thought made everybody tired. But they were in luck. One of L'Enfant's assistants was a free black man named Benjamin Banneker. Banneker was a farmer and a scientist. He had studied the moon, the tides, and the weather. He had designed and built a clock. Now, he was ready to help out his country.

Banneker announced that he had a copy of the plans — in his head! Months of working with L'Enfant and studying his designs had helped him remember every detail. Within a few days, with the help of co-worker Andrew Ellicott, Banneker had drawn L'Enfant's plans. He saved the day and foiled L'Enfant's trick.

Washington was built as planned, and most visitors love its wide streets, its beautiful parks, and its grand buildings. In the history books, L'Enfant gets most of the credit for the design. But now you know the whole story: how Pierre L'Enfant ran off with the plans, and how Benjamin Banneker (with Ellicott's help) turned no plans into no problem.

Main Idea:

1. What is the main idea of the text?

- A. Banneker made L'Enfant's plans for Washington even better.
- B. Banneker helped make sure Washington was built as planned.
- C. L'Enfant wrongly gets credit for the plans that Banneker made.
- D. L'Enfant could have made Washington even better if he had helped.

<input type="checkbox"/> Did I underline key words in the question?
<input type="checkbox"/> Did I evaluate answers in a smart way ?
<input type="checkbox"/> Did I find and label textual evidence for EVERY question?

2. PART B: Which detail from the text best supports the answer to Part A?

- A. "it hired a Frenchman named Pierre L'Enfant to design it. L'Enfant had big ideas." (Paragraph 1)
- B. "Finally, President Washington fired him. L'Enfant grabbed all the copies of his plans and stormed back to France." (Paragraph 4)
- C. "Within a few days, with the help of co-worker Andrew Ellicott, Banneker had drawn L'Enfant's plans." (Paragraph 6)
- D. "In the history books, L'Enfant gets most of the credit for the design." (Paragraph 7)

3. Which quote from the text shows what it was like to work with L'Enfant?

- A. "L'Enfant had big ideas. He was a hard worker." (Paragraph 1)
- B. "he drew up careful plans that showed exactly what he had in mind." (Paragraph 1)
- C. "L'Enfant told them about some of his ideas — the streets, the parks, and the buildings." (Paragraph 3)
- D. "he refused to show his drawings to anyone but the two assistants." (Paragraph 3)

4. What is the meaning of “foiled” in paragraph 6?

- A. fell for
- B. helped
- C. stopped
- D. laughed at

5. What did the government need to do before Washington could be built?

- A. hire L'Enfant back
- B. hire all new assistants
- C. have Banneker draw the plans
- D. have Banneker design new plans

NONFICTION PASSAGE 2:THE PEANUT MAN

by America's Library



[1]George Washington Carver was always interested in plants. When he was a child, he was known as the “plant doctor.” He had a secret garden where he grew all kinds of plants. People would ask him for advice when they had sick plants. Sometimes he'd take their plants to his garden and nurse them back to health.

Later, when he was teaching at Tuskegee Institute, he put his plant skills to good use. Many people in the South had been growing only cotton on their land. Cotton plants use most of the nutrients in the soil. (Nutrients provide nourishment to plants.) So the soil becomes “worn out” after a few years. Eventually, cotton will no longer grow on this land.

This was especially bad for poor African American farmers, who relied on selling cotton to support themselves. Carver was dedicated to helping those farmers, so he came up with a plan.

Carver knew that certain plants put nutrients back into the soil. One of those plants is the peanut! Peanuts are also a source of protein.

[5]Carver thought that if those farmers planted peanuts, the plants would help restore¹ their soil, provide food for their animals, and provide protein for their families — quite a plant! In 1896 peanuts were not even recognized as a crop in the United States, but Carver would help change that.

Carver told farmers to rotate their crops: plant cotton one year, then the next year plant peanuts and other soil-restoring plants, like peas and sweet potatoes. It worked! The peanut plants grew and produced lots of peanuts. The plants added enough nutrients to the soil so cotton grew the next year. Now the farmers had lots of peanuts — too many for their families and animals — and no place to sell the extras. Again, Carver had a plan. Do you know what he did?

Carver invented all kinds of things made out of peanuts. He wrote down more than 300 uses for peanuts, including peanut milk, peanut paper, and peanut soap. Carver thought that if farmers started making things out of peanuts, they'd have to buy fewer things and would be more self-sufficient.² And if other people started making things out of peanuts, they would want to buy the

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| <input type="checkbox"/> Did I annotate for thinking questions? |
| <input type="checkbox"/> Did I write a main idea at the end of the passage? |

extra peanuts, so the farmers would make more money. Although not many of Carver's peanut products were ever mass-produced,³ he did help spread the word about peanuts.

Peanuts became more and more popular. By 1920 there were enough peanut farmers to form the United Peanut Association of America (UPAA). In 1921 the UPAA asked Carver to speak to the U.S. Congress about the many uses for peanuts. Soon the whole country had heard of George Washington Carver, the Peanut Man! And by 1940 peanuts had become one of the top six crops in the U.S.

Main Idea:

- Did I **underline key words** in the question?
- Did I **evaluate answers in a smart way**?
- Did I **find and label textual evidence for EVERY question?**

1. What does “dedicated” mean as it is used in paragraph 3 of “The Peanut Man”?

- A. being very committed to a purpose or mission
- B. thinking something is unlikely or impossible
- C. showing disappointment in the current situation
- D. expressing appreciation for hard work done by others

2. What is the main idea of the article?

- A. George Washington Carver was a bright young man and an excellent teacher.
- B. George Washington Carver taught farmers how to improve crop production.
- C. George Washington Carver learned about caring for plants as a young boy.
- D. George Washington Carver was recognized by Congress for his accomplishments.

3. How did Carver become well known across the country?

- A. He worked at the Tuskegee Institute.
- B. He helped people make their sick plants well.
- C. He spoke to Congress about the many uses of peanuts.
- D. He organized the United Peanut Association of America.

4. Which detail from the article supports the answer to Part A?

- A. “and nurse them back to health.” (Paragraph 1)
- B. “Later, when he was teaching” (Paragraph 2)
- C. “By 1920 there were enough peanut farmers to form” (Paragraph 8)
- D. “the whole country had heard” (Paragraph 8)

POETRY 1: AFTER THE RAIN

by Caryl S. Ulrich

[1]The wet leaves drip
On the wet brown wall.
The wet sky hangs
Above it all.
[5]The daffodils
Bow down their heads.
The tulips lie down
In their beds.
But Spring smells fresh
[10]In the new-washed air,
And robins hip-hop
Everywhere.
There underneath
The apple tree
[15]The petals make
A wide pink sea.
In puddles deep
As fairy moats
The beetles sail
[20]In flower boats.

Strategies for Reading Poetry

❖ Pre-Read

- Number each line
- Read the title and make a prediction
- Thinking questions: literal meaning?
Deeper meaning?

❖ First Read

- Write the topic the poem is about
- One sentence with what is happening

❖ Second Read

- Paraphrase figurative language and draw visualizations
- Summarize the deeper meaning (theme)



1. What is the main theme of the poem?

- A. The world always feels a little gloomier after a heavy rain.
- B. Rain helps the plants and animals survive on earth.
- C. Rain changes how the world looks and feels.
- D. Sunny days are better than rainy days.

2. Which detail from the poem best supports the answer to Part A?

- A. "The wet sky hangs / Above it all." (Lines 3-4)
- B. "The tulips lie down / In their beds. / But Spring smells fresh" (Lines 7-9)
- C. "There underneath / The apple tree" (Lines 13-14)
- D. "The beetles sail / In flower boats." (Lines 19-20)

3. What does the poet mean when she describes the petals as "a wide pink sea" (Line 16)?

- A. The petals move like waves on the ground.
- B. The petals are collecting water on the ground.
- C. The petals are the color of the sea.
- D. There are many petals on the ground.

Extra Above and Beyond Reading Practice! (Not required) 😊

- Write a meticulous summary of your book.
- Choose a page or two from your book that you had a really strong HDTV mental movie with. Use the author's details to create a mental movie with as much detail and color as possible. Then, draw your mental movie below. Be sure to include the TE that supports your mental movie.
- Write a book recommendation telling a teammate WHY your book is AWESOME and why they should read it too!
- Review your vocabulary words from Quarter 1 and Quarter 2!

Extra Love that Dog questions!

- 1. Turn to page 77. In the box below, write down one of the similes used on this page. Then, explain the meaning.**

- 2. What type of figurative language is used on page 8?**
- a. Personification
 - b. Simile
 - c. Metaphor

My TE is on Page _____ where it says: _____

- 3. What is the effect of the figurative language used on page 8?**
- a. To show the car was going slowly
 - b. To show how the color of the car was a very bright blue
 - c. To show the car was going quickly

My TE is on Page _____ where it says: _____
