

Lesson Practice

Day 1

Use the Reading Guide to help you understand the passage.

Reading Guide

How are the bold words used in the passage?

What other words would make sense in place of the bold words?

In which subject area would you read this passage?

Would you use any of these bold words in an everyday conversation?

The Articles of Confederation

In 1777, Congress approved a plan for a new nation. This plan was called the Articles of Confederation. The states, however, did not **ratify**, or approve, the Articles until 1781. From 1781 until 1789, the Articles of Confederation served as the new nation's constitution. The Articles were important because they expressed the colonies' wish to become a country.

There were several important weaknesses in the Articles, however. The document created a group of states, or **confederation**, rather than one government. States kept most of the power and authority.

By 1786, it was clear that the Articles needed revision or even replacement. Many colonial leaders believed that the United States needed a stronger national government. James Madison and other **delegates**, or representatives, met at the Constitutional Convention in Philadelphia in 1787.

For months, the delegates worked to write a new constitution. They agreed that the country would continue to be a republic. In a **republic**, citizens elect their government leaders to carry out their wishes. The delegates also agreed that the new constitution would be the highest law of the land. The constitution limited the power of each branch of government. For example, the president had the power to **veto**, or cancel, any bill passed by Congress.

Answer the following questions.

- | | |
|--|---|
| 1. What does the word <u>ratify</u> mean? A. approve B. disapprove C. join together D. make important | 3. In paragraph 3, the word <u>delegates</u> means A. replacements. B. important. C. constitutions. D. representatives. |
| 2. According to the passage, <u>confederation</u> means A. a nation. B. a document. C. a group of states. D. a government. | 4. What does the word <u>veto</u> mean? A. agree B. write C. pass D. cancel |
5. What is a republic? Which words help you to understand its meaning?

Use the Reading Guide to help you understand the passage.

Reading Guide

What words in this passage are being used differently than you might expect?

What type of book might include this passage?

What is the subject area of this passage?

Women of the Revolution

During the American Revolution, the colonists fought for their freedom from British rule. Men and women of the American Revolution played different roles to help their country. Men wrote legal documents and fought. Women usually helped behind the scenes. Some women, however, were not content to stay at home.

Margaret Corbin

Margaret Corbin fought beside her husband John at Fort Washington near New York City in November 1776. Sadly, John was killed by the enemy, but Margaret continued fighting until she herself was wounded.

Mary Hays

Mary Hays was on the battlefield with her husband at the Battle of Monmouth during the hot summer of 1778. Mary, whose nickname was "Molly," carried water to thirsty soldiers. The men called her "Molly Pitcher." When her husband collapsed from the heat, Mary took his place at his cannon. During the battle, a British cannon ball tore her petticoat, the long skirt she wore beneath her outer skirt. Molly survived the battle, however, and became a heroine.

Deborah Sampson

A few women fought on their own. Deborah Sampson pretended to be a man, and was a soldier from 1781 to 1783. She served as a scout who spied on enemy troops. She fought a band of Tories, colonists who supported the British. She also led a successful attack.

Women helped form the new United States of America in many ways. Unfortunately, many stories about colonial women are lost to history.

Answer the following questions.

6. According to the passage, how did women usually help the American Revolution?

A. They usually helped behind the scenes.

B. They usually followed their husbands to battle.

C. They usually fired cannons.

D. They usually worked as spies.

7. What does rule mean in this passage?

A. direction

B. control

C. kings

D. soldiers

10. Read the following sentence from the passage.

She served as a scout who spied on enemy troops.

Explain the meaning of the word scout as it is used in the passage.

Cumulative Assessment

Day 3

Read the passage and answer the questions.

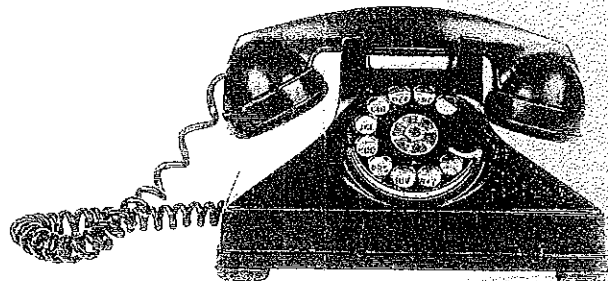
Telephones Throughout Time

Early Phones

Ever since the telephone was invented, phones have continued to change. The earliest phones had only one opening for sound. People listened and spoke into the same end of the phone. Back in the late 1800s, you had to call an operator. The operator would then connect your call to the person you wanted to speak with.

Rotary and Button Phones

The next phase in telephone development was the automatic telephone exchange. This meant that there was no longer a need for an operator to connect your call. Many people began to use rotary and button phones. These phones were much easier to use. You simply dialed the number and your call could be connected. There was also the option for you to listen and speak into the receiver. The receiver is the part that you hold up to your ear.



A rotary phone was plugged into the wall and had a big round dial on it. The numbers were printed on the phone, and the dial had circles cut into it above each number. You had to put your finger inside the number you wanted and turn the dial around. You had to do that for each digit in the phone number. Later, there were button, or touch-tone, phones. They were also plugged into the wall. To dial a number, you simply pressed the buttons. Not many people continued to use rotary phones anymore. It simply took too long to dial a number.

You probably still see button phones. They are still in use today, such as public pay phones or the one in your house. You also might occasionally see an old rotary phone.

Cellular, or cell, phones are very common today. These are the phones that you can simply take with you everywhere. They run on batteries. The only time they need to be connected to the wall is when the battery needs to be charged.

Some police departments used the first types of mobile phones back in the 1940s. It was not until the 1970s when designs for the cellular phones began to really take shape. In the late 1990s, cell phones became cheaper. More people began to buy cell phones.

As you may see, cell phones are changing. Cell phones are now in the process of turning into more than just a phone. Now, people can read books, watch movies, play games, and do much more on their cell phones.

Cellular Phones



Cordless phones meant that you could pick up the receiver, or handset, and not have a cord attached to it. But the main part of the phone still needed to be plugged into the wall. People could finally walk around their house and talk on the phone. They no longer needed to be seated near the wall. But you couldn't go too far. You could possibly lose your phone connection.

Cordless Phones

Day 3

1. If the author wanted to talk about how rotary phones and cordless phones are alike and different, the BEST organizational pattern to use would be

A. sequence.
B. cause and effect.
C. alphabetical order.
D. compare and contrast.

2. Read this sentence.

They have a wireless handset that communicates with the base by radio waves.

Under which heading from the passage would this sentence BEST fit?

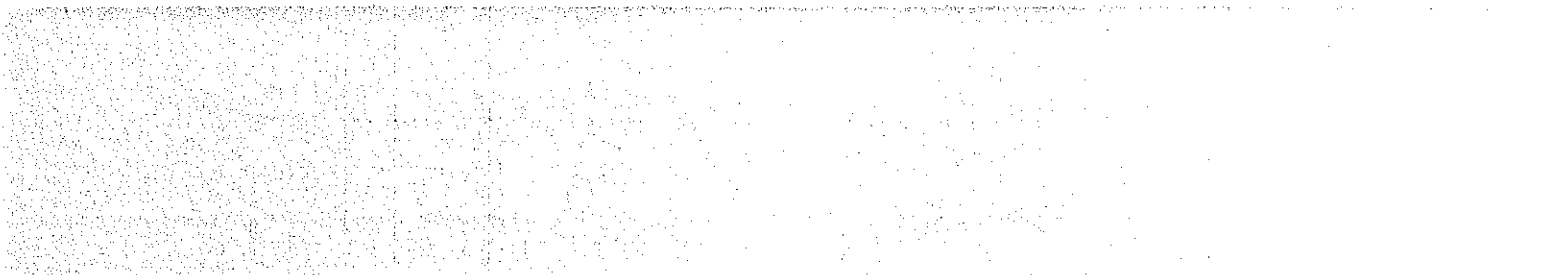
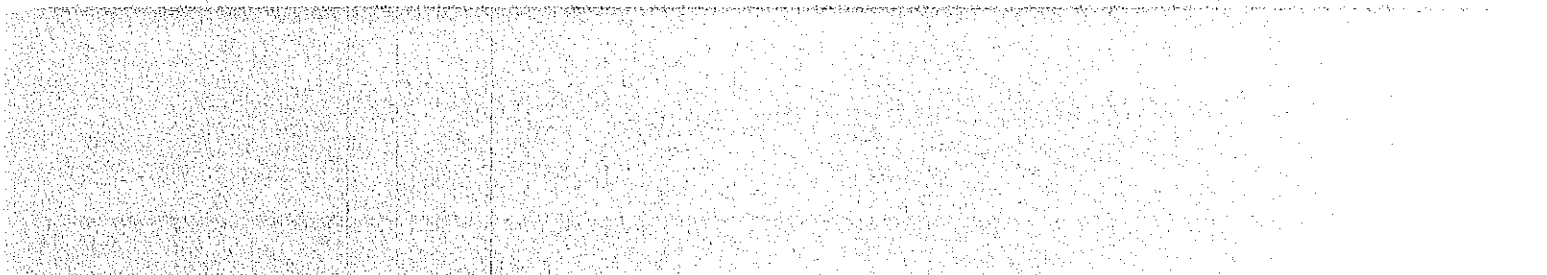
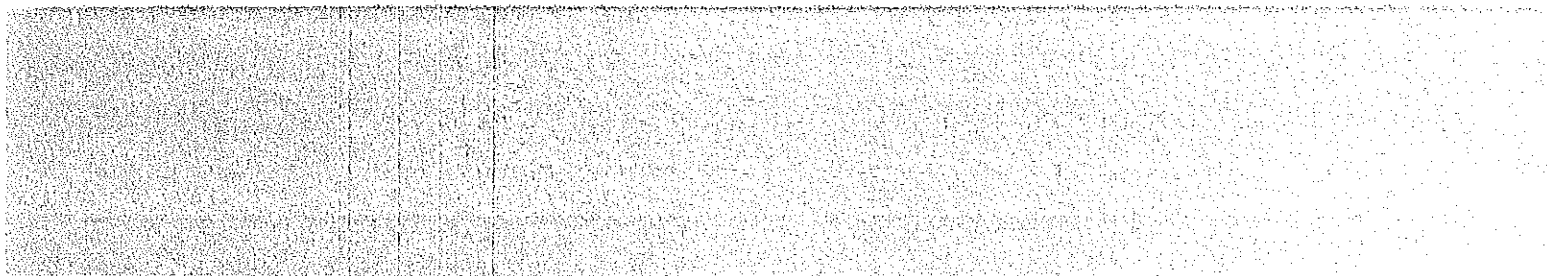
A. Early Phones
B. Rotary and Button Phones
C. Cordless Phones
D. Cellular Phones

3. Which of the following would be the BEST addition to this passage?

A. a map of cellular towers in America
B. a photo of a cell phone being used outside
C. a diagram of a cordless phone's wiring
D. an illustration of a rotary phone

4. According to the passage, which of the following is NOT true about the history of telephones?

A. "Automatic telephone exchanges" replaced the old switchboard.
B. People used to talk and listen from the same sound hole.
C. Before cordless phones, people could not walk around and talk on the phone.
D. Cellular phones replaced all other phones.



Read the passage and answer the questions.

Alexander Graham Bell

Day
3

Early Life

Alexander Graham Bell was born in Scotland on March 3, 1847. He had two older brothers. Their mother, Eliza Bell, educated all three of her sons at home. Although his mom was nearly deaf, she was skilled at playing the piano.

Bell's father, Melville, studied speech and language. He tried to improve communication for deaf people. Bell and his brothers were also expected to study speech, language, and to help the deaf and hearing impaired. But like many people in Europe, his two brothers died from a widespread disease. Eliza and Melville feared for their only son's health, so they moved to North America.

Young Adulthood in North America

At age twenty-three, Bell and his parents moved to Canada. Melville continued to research and study. He traveled and gave speeches about new ways for deaf people to understand speech.

Soon, Bell moved to Boston, Massachusetts. He worked at a school for deaf children. Bell also tutored deaf students. One of the deaf students that he tutored was named Mabel Hubbard. One day after tutoring, Bell was playing the piano and singing at the Hubbard home. He noticed that his voice carried along the strings of the piano keys. It was at that moment when he realized that voices could be carried through wires.

Bell told Mabel's father, Mr. Hubbard, of his idea. Mr. Hubbard knew it was a great idea. Meeting the Hubbard family changed Bell's life forever. Bell fell in love with Mabel. Mabel's dad supported him in his dream to build the first telephone.

Race for the Telephone

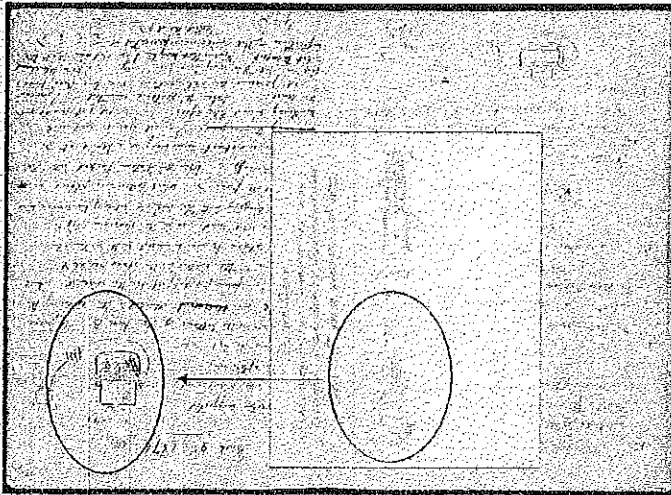
Bell worked long nights doing experiments on the telephone. Mr. Hubbard had heard about a competitor, Elisha Gray. Gray was also trying to invent the telephone. Mr. Hubbard knew that Bell had to hurry and complete his telephone before anyone else. So, Mr. Hubbard gave Bell a helper. Thomas Watson was an electrician. The two men worked well together.

After the success of the telephone, Bell returned to educating the deaf and hearing impaired. He opened schools for the deaf. He helped the deaf and hearing impaired to be more included in the world.

Mabel and Alexander had four children. Two of their sons died. One son died of breathing problems. Bell tried to invent a device that could help people breathe. This invention sparked his interests again. He began to invent other things. Some of Bell's other inventions were a device to locate icebergs, an early kind of air conditioner, and the metal detector.

Later Life

Alexander Graham Bell's design sketch of the telephone



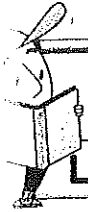
Mr. Hubbard heard that Gray was going to apply for a patent for his telephone. Mr. Hubbard was worried that Gray would have the special rights to make the telephone before Bell. On February 14, 1876, Bell turned in the paperwork for his patent. Just hours later, so did Gray. The race was on for both men.

Bell and Watson worked hard. On March 7, 1876, Bell received his patent. Three days later, he tested his telephone, and it worked! Later, Bell had to prove his invention in court because Gray also made claims to have invented the telephone.

Bay 2

5. What is the passage mainly about?
- A. the telephone
 - B. the life of Alexander Graham Bell
 - C. the life of Mabel Hubbard
 - D. the inventions of Alexander Graham Bell
6. What does the word patent mean?
- A. the court system
 - B. paperwork
 - C. special rights
 - D. telephone
7. Which of the following questions is answered in the passage?
- A. Who else did Bell tutor?
 - B. Where did Bell open schools?
 - C. When did Bell receive his patent?
 - D. How many schools did Bell open?
8. Why did the author choose the illustration in this passage?
- A. to show what Bell looked like
 - B. to illustrate Bell and Watson working
 - C. to show Bell's art skills
 - D. to show Bell's design for his telephone
9. The author who wrote this passage found the information by typing *Alexander Graham Bell* into a search field. This type of electronic text feature is
- A. a hyperlink.
 - B. an icon.
 - C. a group of key words.
 - D. an electronic menu.

10. How are the two passages alike and different?



Lesson Practice

Use the Writing Guide to help you understand the passage.

Day 4

Writing Guide

Identify the features in the story. Who are the characters? What is the setting? What is happening?

Look for details in the text that describe the characters, setting, and events. How would you describe Alicia's character?

The Pink Roses

Alicia and her mother walked to the toy shop. It was the only place in town that sold the robot Alicia had wanted for months. In her hand she clutched the twenty dollars that she had saved up over the summer.

Alicia spotted a street vendor. The vendor's street cart was covered with beautiful flowers.

Alicia looked from the flower vendor to the toy shop on the other side of the square. She imagined her robot, brand new in its box, sitting on the shelf. Then she sighed. *Pink roses are Grandpa's favorite, she thought. And I know how much he misses working in his garden.*

Alicia tugged on her mother's sleeve and said, "Look, Mom! Do you see what that man is selling? Can we go take a look?"

At the cart, Alicia looked at the price tag. Then she politely asked the vendor, "May I have six of the pink roses, please?"

Alicia's mother said, "But now you won't have enough money for the toy robot you want."

"That's OK. I can always save more money. I really want Grandpa to have these roses. I bet they will make him happy," Alicia said. She imagined Grandpa's big smile when he saw the pink roses, and Alicia smiled herself.

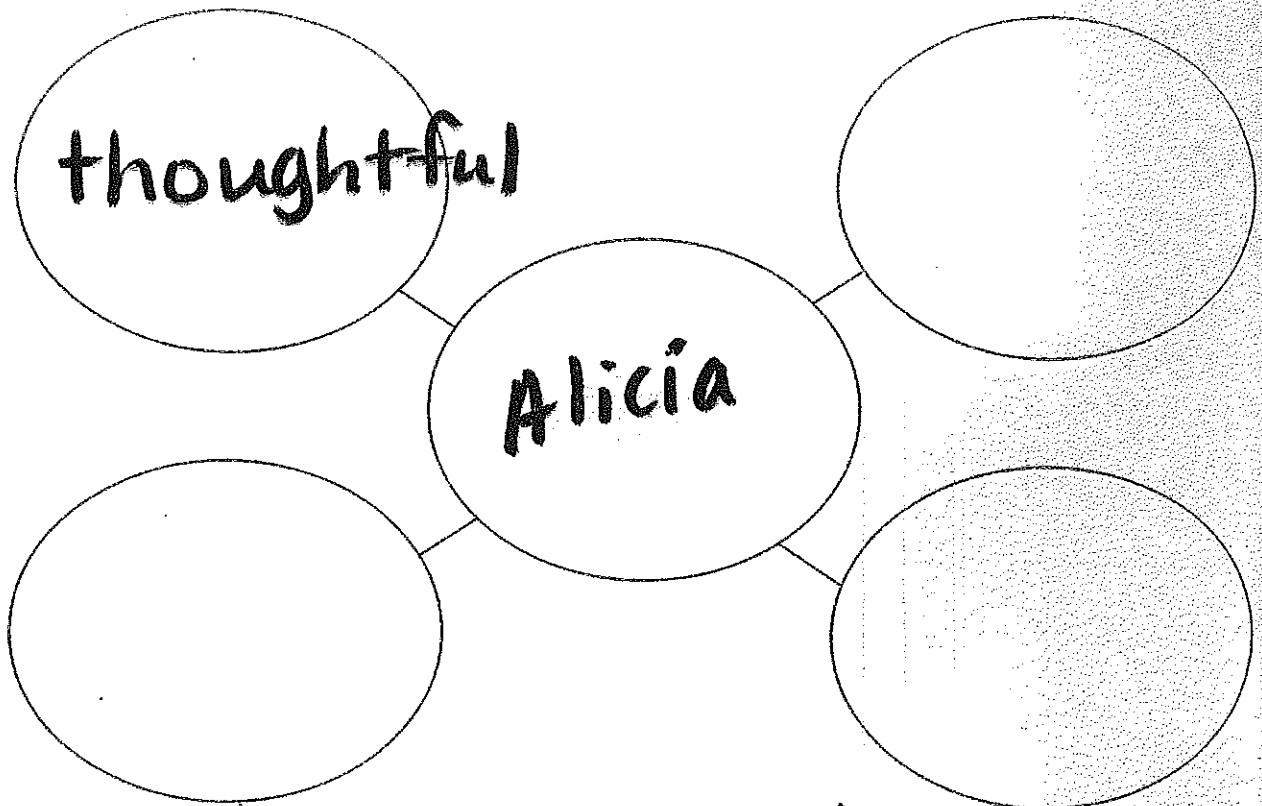
How does knowing Alicia's thought, *I know Grandpa misses working in his garden*, let readers know more about her?



Plan Your Writing

Read the writing prompt, and then plan your response below.

How would you describe Alicia's character? What things are important to her? Write a response that includes your thoughts, ideas, and opinions. Be sure to provide evidence from the text in your response, including details about what Alicia thinks, says, and does. Use the web to organize your response.



* Think about characters
actions, thoughts, words
to determine
Character trait

