Day 5
Read this story about a red fox and answer the questions that follow.

The Red Fox
by Donna Stringfellow

1. It was cold in the forest. A bitter March wind rattled bare trees like skeletons and whipped up the dark clouds in an iron gray sky. The approaching snowstorm probably would not be the last one of the winter.

2. The red fox couldn’t have chosen a worse time to bring a litter of kits\(^1\) into the world. Nestled in a small hollow beneath a hickory tree, curled against their mother’s plush fur, the three young kits were warm and comfortable. But when the freezing storms came, the shallow nest would surely let in the snow. And it would be too easy for predators to find the babies when their mother left them to search for food. The fox knew she would have to seek a new home, and soon.

3. She nuzzled her kits, whose eyes were not yet open. She licked them, and they mewed about her like kittens. Then she left them. Outside her den, cold air stung her nose as she sniffed about for danger. Then she padded off into the gray, wintry forest.

4. She ducked beneath a wooden fence and followed a path across a familiar field, where during the summer she’d chased rabbits. She was near a farm, a place she’d always avoided because of the fearful smell of humans. But now, the warmth and protection of the barn drew her close.

5. Squeezing through the gap where a board was missing, she sneaked into the barn. The straw was deep and soft, a perfect bed for fox kits.

6. The red fox hurried back to her babies. One by one she carried them under the fence, across the field, and through the hole in the barn wall. And when all three kits were snuggled down in the blanket of straw, she licked them and felt safe. Even when the farmer came to milk his cows, the silent fox knew her

\(^1\) kits - babies
family would be unnoticed, hidden in the farthest and darkest corner of the barn.

7 One snowy evening, the farmer turned off his lantern and hung it on the wall as he left the barn, just as he did every night. But as he closed the door, the lantern slipped from its hook and shattered on the floor. A tiny spark danced across the pool of kerosene\(^2\) and nibbled at the scattered straw.

8 The fox watched with wide, yellow eyes as the straw curled and caught flame. Wisps of smoke reached her nostrils, and she became fearful. Slipping through the hole in the wall, she ran outside and howled. Her voice carried across the barnyard, and the farmer turned around. He was surprised and angry to see a fox. He was even more angry to see it run into his barn.

9 Setting down his milk pail, the farmer headed back to his barn, determined to chase away the unwelcome visitor. But when he threw open the barn door, fire danced about his feet. Grabbing a shovel, he beat the flames until they were out. Once again, the barn was safe and dark.

10 Taking up a flashlight, the farmer shone its beam about the barn. It finally came to rest on the fox, her family nestled close, her eyes shining gold. The farmer smiled. He flicked off the light and walked away, quietly closing the barn door behind him.

11 Winter’s harshness gave way to spring’s gentle warmth. One day the farmer glanced into the darkest corner of the barn and found it empty. But for a time it had been a place to feel safe. It had been home to a red fox family.

\(^2\) kerosene - a thin oil used for fuel
112. What is the setting at the **beginning** of the story?

A  a forest in winter  
B  a field near a farm  
C  a straw nest in a barn  
D  a farm on a snowy evening

113. In the story, why is the barn a better home for the fox family in the winter?

A  It is easier to find food there.  
B  It keeps them close together.  
C  It protects them from the snow.  
D  It gives them more room to play.
114. How does the farmer in the story change from the time he first sees the fox to the end of the story?

A from confused to upset  
B from friendly to unkind  
C from concerned to selfish  
D from angry to understanding

115. Why does the farmer smile when he sees the fox with her kits in the barn?

A He thinks the kits look silly.  
B He realizes the kits will be good pets.  
C He understands that the fox saved his barn.  
D He knows he'll be able to chase them away easily.
116. The fox and the farmer help each other in the story. Complete the chart below by describing how each one helps the other. Use details from the story in your answer.

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Dogs are not just “man’s best friend”; they also do valuable work for us. Read “Lights, Camera, Barking!” and answer the questions that follow.

Lights, Camera, Barking!
The World of Dog Actors
by Kathiann M. Kowalski

1 Do you marvel at how movie dogs get their daring rescue scenes just right? Ever wonder how TV dogs know just when to nuzzle up to their "owners"? Not just any old dog can show up on a set and become a star. Lots of hard work goes on behind the scenes!

Wanted: Professional, People-Loving Pooches

2 "We're looking for animals that are outgoing and very people-friendly," says trainer Mathilde de Cagny at Birds & Animals Unlimited in California. She has trained dozens of star canines, including Moose (Eddie on Frasier), Enzo (My Dog Skip), and Shadow (Homeward Bound).

3 "About 80 percent of the dogs and cats that are used in film are shelter rescues or shelter placements," notes Marie Belew Wheatley, president and CEO of the American Humane Association. "These are animals that have been saved and go on to be actors."

4 Even if prior owners had trouble handling them, trainers can work with most problem behaviors except biting.

5 At first, Shadow was very anxious and insecure. De Cagny built up his confidence, little by little.

6 In contrast, Moose was extremely hyper, rebellious, and mischievous. With his huge ego, he actually enjoyed battles.

7 "Since I could see that he wanted to fight, I decided I wasn't going to do any of that with him," de Cagny says. Instead, she let him fight with a sandbag. "He would get frustrated and eventually give up." When Moose heeded her, however, he got positive attention in return.

8 Many dogs love treats as a reward. Others work for praise, petting, or other attention. Still other dogs have favorite toys or stuffed animals.

9 "You need to be able to read your animal's mind," says de Cagny. That means first thinking like a dog in general, and then putting yourself in the position of the unique animal you're working with. Ideally, trainers build from dogs' natural instincts and guide them into learning things so that the dogs don't
realize they're working. "Because that way they stay really happy, and it's not a job," de Cagny adds. "It's a game."

**Ready on the Set!**

"It takes about four months, if you spend every day, to get a good trained dog," says de Cagny. Acting dogs learn lots of behaviors to look like they belong in a story. They also learn to behave professionally so that they don't disrupt others on the set.

After reviewing scene details with trainers, many productions rehearse with a stuffed animal. That way, the lighting and other technical details can be checked. Next comes rehearsal with the animal. Finally, they shoot the scene. Optimally, the animal gets it right in one or two takes.

On screen, it may look like the dog comes when an actor calls his character's name. In reality, the trainer is four or five meters away, standing behind the camera and using hand gestures or other signals to cue the dog.

**Happy Endings**

If a dog whimpers on screen, the animal seems hurt or sad. But that's all right if the trainer taught the behavior and the animal wasn't really hurt, either physically or psychologically. Likewise, computer-assisted technology can make it look as though an animal went flying through the air when he didn't. What counts is how productions treat acting animals in real life.

To reassure viewers, many film productions invite safety representatives of the American Humane Association to visit their sets. Following detailed guidelines, representatives check to make sure that animals have adequate food and water. Are they comfortable — not too hot or too cold? Representatives also make sure that no cruel means are used to get the response seen on screen.

If the production passes muster, the AHA awards an end credit, stating that no animals were harmed in the making of the film. "By and large, producers want to do the right thing," notes Wheatley.

After all, viewers care that acting animals receive humane treatment. That means a happy ending for everyone.

**All in a Day's Work**

Dogs do lots of different jobs. Here are just a few canine careers:

- Rescue dogs can squeeze into tight spots or travel over rough terrain more easily than humans. Their keen sense of smell helps find survivors of a disaster
or accident. Even if it's too late to find survivors, dogs can locate victims' remains...

19 Guard dogs keep crime at bay. Working for both private and public facilities, they sound the alarm if something is amiss.

20 "Sniffer" dogs help enforce the law. Some dogs detect illegal narcotics for customs agents and law enforcement agencies. Bomb-squad dogs seek out various explosives. Then there's the U.S. Department of Agriculture's Beagle Brigade. They stop travelers from bringing in food that might harbor harmful pests or diseases.

21 For over 75 years, guide dogs have helped people with disabilities. Some are Seeing Eye dogs that work with the blind. Others help deaf or wheelchair-bound people. Both dogs and their owners undergo extensive training.

22 Therapy dogs help patients get better. Some dogs take part in individually tailored therapy. For example, they play games or walk with someone in rehab to help the person get moving again. Other dogs are professional comfort-givers. They visit patients in long-term care facilities to cheer them up.

23 Herding dogs keep groups of animals together. Some work alongside ranchers. Others, including some border collies, can even round up their charges on their own.
12. According to "All in a Day's Work," which kind of dog watches over other animals?

A  a guide dog
B  a guard dog
C  a therapy dog
D  a herding dog

13. Based on “Wanted: Professional, People-Loving Pooches,” which ability is most important in a dog trainer?

A  the ability to think of creative plots
B  the ability to greatly encourage people
C  the ability to carefully observe behavior
D  the ability to see humor in all situations
14. Based on paragraphs 4–9, how would trainer Mathilde de Cagny most likely respond to a dog actor that liked to bark?

A  She would reward him when he stopped barking.
B  She would encourage other dogs to play with him.
C  She would scold him until he did not bark anymore.
D  She would decide that he could not be trained as an actor.

15. Based on paragraph 9, what is most important to a trainer when working with a dog?

A  the dog’s breed
B  the dog’s history
C  the dog’s personality
D  the dog’s appearance
16. Read the sentence from paragraph 9 below.

"That means first thinking like a dog in general, and then putting yourself in the position of the unique animal you’re working with."

Based on the sentence, what is the meaning of the word unique?

A particular

B trained

C playful

D young

17. Based on the article, explain how dogs are trained to be actors and how they are treated while they are working. Support your answer with important information from the article.
Solve the problems.

1. Carlos buys 4 $\frac{1}{3}$ pounds of oranges. He uses $\frac{3}{4}$ of the oranges in a recipe. Which of the following expressions can be used to find the number of pounds of oranges that Carlos uses?
   Circle all the correct answers.

   A $\frac{3 \times 13}{4 \times 3}$
   B $\frac{3}{4} \times \frac{4}{3}$
   C $\frac{3}{4} + \frac{3}{4} + \frac{3}{4} + \frac{1}{3}$
   D $\frac{3}{4} \times 4 + \frac{3}{4} \times \frac{1}{3}$

2. Miranda’s car travels 40 miles on $1\frac{3}{8}$ gallons of gas. Miranda wants to travel 80 miles. How many gallons of gas will her car use?
   Show your work.

   Answer: __________ gallon(s)

3. What is the area of a workshop that is 4 yards wide and $5\frac{2}{3}$ yards long?

   A $9\frac{2}{3}$ square yards
   B $13\frac{1}{3}$ square yards
   C $20\frac{2}{3}$ square yards
   D $22\frac{2}{3}$ square yards
Lesson 16 Quiz continued

4 Matt has $\frac{2}{3}$ yard of fishing line. He uses $\frac{3}{8}$ of the line to make fishing knots.

Part A
Shade the model to show the amount of line Matt uses to make fishing knots.

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Part B
Kara says Matt uses $\frac{25}{24}$ of the line to make knots. Explain Kara's error and tell how to use an equation to find the amount of line Matt uses.

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Imagine you traded places with a celebrity for one day. Write a story about what happens. What would you do as them? What would they do as you?
Introduction  Good writers avoid strings of short, choppy sentences. You can combine sentences with related ideas to vary sentence style and length.

- When the ideas in sentences are related and equally important, you can join them with a **coordinating conjunction**, such as and, but, or, or so. Use a comma before the conjunction if each idea is a complete sentence.
  
  **Choppy:** Our class is putting on a play. I want to be the lion.
  
  **Better:** Our class is putting on a play, and I want to be the lion.

  **Choppy:** I love to perform. I get nervous. I breathe deeply to relax.
  
  **Better:** I love to perform but get nervous, so I breathe deeply to relax.

- When one idea is more important than the other, you can join them with a **subordinating conjunction** such as when, because, although, or unless. If the clause with the conjunction comes first in the new sentence, use a comma after that clause.

  **Choppy:** I'll be very excited tomorrow. I find out which part I got.
  
  **Better:** I'll be very excited tomorrow when I find out which part I got.

  **Choppy:** Owen usually gets the lead part. He has a great voice.
  
  **Better:** Because Owen has a great voice, he usually gets the lead part.

Guided Practice  Underline the pairs of sentences you would combine. Then rewrite the paragraph on another sheet of paper. Use all of the conjunctions in the box.

| or | when | although | so | and |

We needed a dog to play Toto. My terrier Angus got the part. Angus trotted onto the stage. We all knew a star was born. Angus had never been in a play. I wasn’t sure how he would behave. He might follow directions. He might just run off the stage. Luckily, Angus was perfect. He didn’t like sitting in Dorothy’s basket!
For numbers 1–5, choose the best way to combine each pair of sentences.

1. Lori is creative. She was in charge of building the set.
   A. Lori is creative, because she was in charge of building the set.
   B. Lori is creative but was in charge of building the set.
   C. Lori is creative, so she was in charge of building the set.
   D. Although Lori is creative, she was in charge of building the set.

4. Green lights cast a strange glow. They made the set look scary.
   A. Green lights cast a strange glow, but they made the set look scary.
   B. Green lights cast a strange glow and made the set look scary.
   C. Green lights cast a strange glow or made the set look scary.
   D. Green lights cast a strange glow unless they made the set look scary.

2. The Emerald City was hard to make. It all had to be green.
   A. The Emerald City was hard to make, so it all had to be green.
   B. When the Emerald City was hard to make, it all had to be green.
   C. The Emerald City was hard to make because it all had to be green.
   D. The Emerald City was hard to make, or it all had to be green.

5. Now nothing could go wrong. The set collapsed!
   A. Now nothing could go wrong, and the set collapsed!
   B. Now nothing could go wrong, or the set collapsed!
   C. Now nothing could go wrong when the set collapsed!
   D. Now nothing could go wrong unless the set collapsed!

3. The curtain finally rose. The audience gasped.
   A. When the curtain finally rose, the audience gasped.
   B. The curtain finally rose, but the audience gasped.
   C. The curtain finally rose, unless the audience gasped.
   D. Although the curtain finally rose, the audience gasped.
Friday: Science

The line graph below shows the pounds of potatoes used at a restaurant over a week. Use the information in the graph to answer questions 1 – 3.

1. How many pounds of potatoes did the restaurant use on Tuesday?

____________________ pounds

2. Between which two days did the amount of potatoes used decrease?

____________________ and ____________________

3. A scholar was studying this data and wrote the following conclusion:

I conclude that the restaurant uses the greatest amount of potatoes on Thursday.

Do you agree or disagree with this statement? Use the data in the graph to explain your answer.
Weekend: Science

The diagram below shows three major structures of a tree.

1. Select one structure labeled in the diagram and explain how it helps the tree to grow and survive.

   Structure: ___________________________________________

   Explanation:

_____________________________________________________

_____________________________________________________

_____________________________________________________

2. Identify two changes in the environment that cause some animals to hibernate in the winter.

   a.

_____________________________________________________

_____________________________________________________

_____________________________________________________

   b.

_____________________________________________________

_____________________________________________________

_____________________________________________________
The paragraph below gives some facts about a type of turtle.

_The turtle eats grass and smaller animals. The colors on his hard outer shell allow it to blend in with the forest floor. The turtle moves slower than its predators, such as foxes. When the turtle senses danger, it hides in its hard shell._

3. Describe two ways that the turtle is protected from predators.

a.

b.

4. Diagrams A, B, C, and D below show the same tree branch during each of the four seasons in New York State.

![Diagrams A, B, C, and D](image)

Identify the seasons shown in _B and C._

A: ___________________________  C: ___________________________

B: ___________________________  D: ___________________________
Day 5

Reflection: Write one paragraph (six sentences) about the most interesting and/or important topic you have learned so far in humanities class.

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If Mr. Shu could teach you a subject of your choice, what would it be?
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