

Ms. Carey - AMI packet
for the week of
Feb. 8th - 12th.

Name: _____

Main Idea and Details

Look for details that support the main ideas in the passage.

Acne Facts and Fiction

Many people think that eating chocolate can cause acne. However, scientific research has proven that notion to be false. Some people also claim that pizza, dairy products, or potato chips can trigger outbreaks, yet repeated experiments have not found any single food source that causes acne. Nevertheless, the belief that food is connected to this common skin problem persists. Eating a balanced diet that includes healthy fruits and vegetables is important for staying strong, growing properly, and avoiding health problems in the future, but it will not prevent acne.

A recent study did identify one specific source of acne outbreaks, but unfortunately, it is one that people will most likely encounter regularly: stress. Researchers followed 94 high school students with mild or moderate acne and found that they were 23% more likely to experience breakouts during times of stress, such as before tests, sporting events, or major holidays.

Researchers looked for a physical source for acne, but it was not where they expected to find it. Many people have previously believed that acne is related to sebum, which is an oily substance that covers and protects the skin and hair. Sebum levels increase and decrease with changes in temperature and humidity. The acne study was conducted in Singapore, where those climate factors rarely fluctuate. The research team found that the participants' sebum levels did not change with their stress levels. The lack of sebum change during the study effectively eliminated sebum as a major contributor to acne. Since stress is known to cause inflammation, the research team suspects that inflammation is the likely cause of increased acne breakouts.

Directions: Read each question. Fill in the bubble next to the correct answer.

- What is the main idea of the first paragraph?
 - Current research shows that diet and acne are unrelated.
 - Scientists believe that specific foods cause acne.
 - Staying strong and growing properly are more important than preventing acne.
 - Eating a balanced diet that includes fruits and vegetables will prevent acne.
- According to the passage, which event would be most likely to cause an acne outbreak?
 - eating ice cream
 - taking a fun weekend trip
 - competing in a track meet
 - watching television
- Researchers chose to study acne in Singapore because the climate there _____.
 - affects skin inflammation
 - prevents the production of sebum
 - contributes to the development of acne
 - causes few changes in sebum levels
- Investigators concluded that acne breakouts during stressful periods are most likely related to _____.
 - changes in diet
 - increased inflammation
 - increased sebum levels
 - changes in temperature and humidity

Directions: As you read, underline details about what research studies have shown.

As you read, think about how the author supports the passage's main ideas with various details.

The Theremin

You might not know what a theremin is, but you have probably heard one playing. This unique device is one of the few instruments that is meant to be played without being touched. Such an occurrence might sound impossible until you learn that theremins use electricity to generate audio signals.

The theremin was invented in 1920 and patented in 1928 by a Russian physicist named Leon Theremin. Audiences were intrigued by the theremin's ethereal and haunting sounds, which glide from note to note in smoothly fluctuating swoops. Moviemakers began to use the theremin to produce intensely effective soundtracks for a variety of films. The theremin adds to the mystery and suspense in thrillers like Alfred Hitchcock's *Spellbound*. Science fiction films, such as the original version of *The Day the Earth Stood Still*, highlight the theremin's unearthly and futuristic associations.

A theremin has two antennae, one looped and one upright. The left hand plays the looped antenna, moving up and down to regulate volume. The volume increases as the left hand moves away from the antenna. The right hand plays the upright antenna, which controls the pitch of the note. The pitch gets higher as the hand gets closer to the antenna and lowers as the right hand moves away. Playing the theremin requires practice and control to achieve well-tuned pitches and specific effects.

Today, theremin music can be reproduced by electronic synthesizers. However, many musicians prefer to play Theremin's original design. They point out that they can control pitch and volume more precisely with an "old-fashioned" theremin. Additionally, playing a theremin properly is a unique skill—one that is sure to stun and impress listeners and viewers alike. Most people could create a proper sound by playing around with an electronic keyboard, but it takes true talent to master the theremin.

Read each question. Fill in the bubble next to the correct answer.

1. Why is the theremin an unusual instrument?
 - (A) Musicians do not have to touch it.
 - (B) It can play a wide variety of pitches.
 - (C) Players use their hands to change the notes.
 - (D) Composers use it to create different moods.
2. Which of the following best describes a theremin's sound?
 - (A) high-pitched and loud
 - (B) electronic and futuristic
 - (C) regular and natural
 - (D) unpredictable and brief
3. What happens when a theremin player moves the right hand away from the vertical antenna?
 - (A) the speed decreases
 - (B) the volume increases
 - (C) the pitch gets lower
 - (D) the music stops
4. How is the theremin's sound produced?
 - (A) by moving the antennae together and apart
 - (B) by programming it electronically
 - (C) by moving the antennae up and down
 - (D) by making audio signals with electricity

Visualize someone playing a theremin. Describe your visualization.

As you read the passage, pay attention to the order of events.

Putting It Together

Lautaro had already spent hours viewing and reviewing the footage he had taken of his grandmother, Maida, reminiscing about her childhood in southern Italy. There was no shortage of material. Maida was fascinating as she talked about everything from picking grapes in her grandparents' orchard to avoiding wild dogs on her daily trek to school. The problem was finding the best form for the material.

Lautaro had already finished a rough cut that followed his grandmother's story chronologically. The video began with Maida's earliest memories of the Italian farmyard and ended with her arrival in the United States at age 15, bewildered and excited. Lautaro used family photographs to illustrate Maida's storytelling. He knew the first version was not bad, but he was not satisfied with the overall video. He was certain that something essential was missing.

Running out of his own ideas, Lautaro decided to get some advice. And who better to ask than Maida herself? Lautaro showed Maida the 10-minute video on his computer. As soon as it was over, Maida said, "I can't get over how much things have changed, Taro. Your life seems so very different from mine." Maida's words shot into Lautaro's ears like a bolt of energy. Her reaction told him exactly what was missing: his personal perspective.

A few days later, when Lautaro screened his final project for his classmates and teacher, it was only two minutes longer than his original cut, but those extra minutes made a huge difference. Between Maida's recollections of her past, Lautaro had spliced photographs of his own life today. The contrasts were both striking and touching, and the final image of Lautaro listening to Maida reinforced the warmth and closeness of their relationship. Lautaro smiled with pride as his classmates acknowledged his comparative documentary with cheerful applause.

SKILL BUILDER Read each question. Fill in the bubble next to the correct answer.

1. In the characters' lives, which of the following events happened first?
 - (A) Maida moved to the United States.
 - (B) Maida went to school in Italy.
 - (C) Lautaro edited a video about his grandmother.
 - (D) Lautaro began working on a project for school.
2. Before Lautaro made a rough cut of the video, he _____.
 - (A) interviewed his grandmother
 - (B) asked his grandmother for advice
 - (C) gathered photographs of his own life
 - (D) decided to become a professional filmmaker
3. Right after showing the original video to Maida, Lautaro _____.
 - (A) described Maida's move to the United States
 - (B) decided to include old photographs
 - (C) added contemporary details to his video
 - (D) showed the video to his class
4. What was the last image of the finished video?
 - (A) Lautaro's class applauding cheerfully
 - (B) Lautaro listening to Maida's stories
 - (C) Maida avoiding wild dogs on her way to school
 - (D) a photo of both Maida and Lautaro as children

STUDENT RESPONSE How did rereading help you better understand Lautaro's experience?

Name: _____

Read the passage carefully. Look for words that signal a sequence.

From Coach Keller's Guide to Good Soccer

Sometimes in sports, it is best to do what comes naturally, but that rule will get you in trouble when you are kicking a soccer ball. Almost everyone has the same first instinct: to kick the ball with your toes as hard as you can. Toe-kicking may feel natural, but it is not a very accurate way to move the ball, and it can be dangerous. You cannot aim the ball well with a toe kick, and you can seriously hurt your foot or ankle. Here are some tips I use to help players perfect their distance kicks.

Begin by looking at your shoe, because your shoe should hit the ball where the laces cross your foot. Thinking about kicking with the laces will help you approach the ball correctly. Then practice by placing the ball on the ground and taking two or more steps diagonally backward. Taking one or two steps before you kick will help you produce a more powerful kick that involves your hips as well as your legs. Step backward in the opposite direction of the foot you will kick with. For example, if you are going to kick with your right foot, take two steps diagonally backward to your left.

Next, run toward the soccer ball, paying attention to the placement of your non-kicking foot: it should land a few inches away from the ball. Plant that foot so that it is pointed in the direction you want the ball to go. Every player has his or her own "sweet spot," which is the ideal placement for the planted foot. With careful practice, you will learn to recognize your own sweet spot, along with the positive and negative results of different foot placements.

Finally, bring your kicking foot back and swing it forward while pointing your toe toward the ground, and strike the ball with the laces of your shoe. Do not stop kicking when you make contact with the ball; it is important to follow through with the movement and land on your kicking foot. Monitor how you place your weight as you kick. Leaning with your body weight pushed forward will strengthen your follow-through and improve your balance.

Read each question. Fill in the bubble next to the correct answer.

1. The first step in learning how to kick a soccer ball correctly is to _____.
 (A) follow your intuition and do what feels natural
 (B) learn how to kick the ball with your toes
 (C) monitor your body weight during a kick
 (D) notice where the laces are on your shoe
2. When do you take two steps diagonally backward?
 (A) after you have identified your "sweet spot"
 (B) after you have kicked the soccer ball
 (C) while you are leaning forward
 (D) right before you are going to practice kicking

3. What do you do immediately after planting your non-kicking foot where you want the ball to go?
 (A) follow through with your kicking foot
 (B) swing your kicking foot backward
 (C) take two steps diagonally backward
 (D) land on your kicking foot
4. Players will be able to identify their "sweet spot" _____.
 (A) the first time they kick the ball with their laces
 (B) before they try to kick a ball for the first time
 (C) after they have practiced approaching the ball
 (D) when they have learned to lean forward

Visualize how your body would look as you kick a soccer ball correctly. On a separate sheet of paper, sketch what you visualized.

Look for the main idea, sequence of events, and important details in the passage.

Pig Iron and Steel

Steel is a strong metal that can be found in everything from car engines to architectural beams. Although steel is mainly iron, it has many advantages over iron in its pure form. Pure iron rusts easily and can be brittle. Steel is harder and stronger.

Smelting is the process of extracting metal ore from a rock or producing a new metal alloy, or mixture. Iron smelting has been part of human life since ancient times. Archaeologists have discovered iron ornaments created by smelting in Egypt from about 3000 BC. In Greece, they have found hardened iron weapons from about 1000 BC.

Until the fourteenth century, people made wrought iron by heating iron ore and charcoal in a furnace. This process created a mixture called sponge iron. It included carbon, but it also had many impurities, such as charcoal ash. To clean the mixture, metalworkers would remove the red-hot sponge from the furnace. Then, they would beat it with heavy hammers to pound out the impurities. The resulting wrought iron was not steel, but it was still considerably stronger than pure iron. After the fourteenth century, smelting furnaces increased in size and efficiency. They produced pig iron, which is an iron alloy that includes much more carbon than wrought iron. Pig iron was cast in rounded shapes called ingots. The ingots emerged from the furnaces in rows, looking like young piglets. This is how pig iron got its name.

In the mid-1800s, inventor Henry Bessemer perfected a furnace that produced steel by removing the impurities of pig iron. The furnace melted the iron alloy and then forced blasts of hot air through the molten material. The invention, known as the Bessemer converter, was the first affordable method of mass-producing steel from pig iron. Most steel mills today do not use ingots. Instead, hot metal is transferred in liquid form. Nevertheless, the raw materials for modern steel are still commonly referred to as pig iron.

Read each question. Fill in the bubble next to the correct answer.

- Which of the following occurred earliest in history?
(A) the invention of the Bessemer converter
(B) the hardening of iron weapons
(C) the development of pig iron
(D) the use of smelting
- What is pig iron?
(A) the raw material for making steel
(B) the purest form of iron
(C) wrought iron produced in ancient times
(D) a mold used to shape molten metal
- What happens inside a Bessemer converter after the iron is melted?
(A) Hot air is blasted through the molten metal.
(B) The metal is shaped into rounded ingots.
(C) Metalworkers use hammers to pound out impurities.
(D) Hot metal is transferred in liquid form.
- What is the passage mostly about?
(A) the advantages of steel over iron
(B) the history of iron processing
(C) uses of iron throughout history
(D) modern products made from steel

List two important facts about the difference between iron and steel.

Write these sentences correctly.

1. it have been much more colder this february than in january.
-
- _____

2. Smoke are filing the house and we have to git out now
-
- _____

Circle the best word or words to complete this sentence.

3. We are trying our _____ to finish the jigsaw puzzle tonight.
-
- hardest most hard harder more hard

How many syllables does this word have?

4. adjustment _____

Circle the past participle in this sentence.

5. By the time Richard got home, he had driven 450 miles.

Write these sentences correctly.

1. i wood like to live in paris rome or london someday
-
- _____

2. The drama club are puting on
- the mousetrap
- a mystery in april.
-
- _____
-
- _____

Is this sentence simple, compound, or complex?

3. Mike and Terry both want to be veterinarians. _____

Add a suffix to these words to make adjectives.

4. wiggle _____

5. accident _____



Wednesday

Name: _____

Write these sentences correctly.

1. lets buy sum new comics Eric suggested

2. Nikki Giovannis' poem revolutionary music are won of my favorites.

Circle the subordinating conjunction in this sentence.

3. I can't leave early because I haven't finished packing yet.

Rewrite this sentence to correct the run-on.

4. He is the kindest person I know he always has something nice to say.

Circle the antecedent of the underlined pronoun.

5. Squirrels are one of the few types of mammals that build their nests in trees.



Thursday

Name: _____

Write these sentences correctly.

1. We didnt no who's backpack were founded on the bus.

2. Wanmings granmother grows alot of vegetables in her garden

Are these sentences declarative, interrogative, imperative, or exclamatory?

3. David couldn't figure out how to restart the computer. _____

4. Please put your supplies away before leaving the art room. _____

What is the meaning of this figure of speech?

5. A good writer must know the nuts and bolts of sentence construction.

Combine the following sentences to make one sentence.

1. Nancy's car is old and unreliable. She's going to buy a new one.

2. Hugo plays chess every afternoon. Thomas plays chess every afternoon, too.

3. Mercury is the smallest planet in the solar system. It moves the fastest.

4. We bought expensive tickets to the hockey game. Our seats weren't very good.

5. Marie Curie won two Nobel Prizes. One was in physics and one was in chemistry.

How many did you get correct each day? Mark the squares.

5					
4					
3					
2					
1					
	Monday	Tuesday	Wednesday	Thursday	Friday

$$\frac{1}{3} \div \frac{2}{3} = \underline{\hspace{2cm}}$$

$$\begin{array}{r} 5 \\ \times 0.6 \\ \hline \end{array}$$

$$\begin{array}{r} 0.5 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 0.5 \\ \times 0.6 \\ \hline \end{array}$$

Write the rule for the function as an equation.

1	5
2	10
3	15
4	20
5	25

If the temperature is seven degrees below zero, what does it look like in number form?

Isaiah and Juanita are picking apples to make an apple pie. Isaiah picks 3 apples a minute, and Juanita picks 5 apples every two minutes. If they need 40 apples for a pie, how long will it take both of them to pick enough apples? (Round your answer to the nearest minute.)

Estimate the answer.

$$8\frac{3}{10} \div 4\frac{1}{6} = \underline{\hspace{2cm}}$$

Correct any mistakes or write *correct* on the line.

$$0.3 \times 0.2 = 0.6 \quad \underline{\hspace{2cm}}$$

Draw the next two figures in the pattern.



Which word describes the figure?



- ☐ parallelogram
☐ rhombus
☐ quadrilateral

Ashley spent half of her lunch money on a turkey sandwich. Then she spent two-thirds of the money she had left on a bottle of juice and the rest of the money on a cookie. If the cookie cost 75¢, how much lunch money did Ashley have to start with?

\$ _____

Write the correct operation sign in the circle.

$$665 \bigcirc 25 = 26.6$$

Place an operation sign between two of the digits to make the equation true.

$$9 \ 7 \ 8 \ 8 \ 4 \ 2 = 1,820$$

According to the commutative property of multiplication, 5×2 is the same as what?

How many grams are in 2.75 kilograms?

Jayden and Chandra are cleaning the house. It has 12 rooms, and each room is about the same size. When Jayden cleans by himself, it takes him 6 hours. When Chandra cleans by herself, it takes her 12 hours. When they clean the house together, they finish in 4 hours. When they work together, how many rooms does Jayden clean and how many does Chandra clean?

Jayden _____

Chandra _____

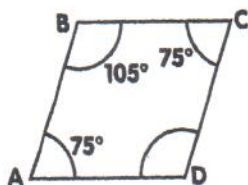
$$-7 - (-2) = \underline{\hspace{2cm}}$$

Write the inverse operation to solve for p .

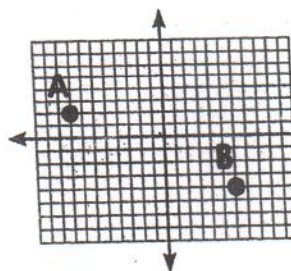
$$16\% \text{ of } p = 6.4$$

$$p = \underline{\hspace{2cm}}$$

What is the measure of angle D?



Name the ordered pair for each point on the grid.

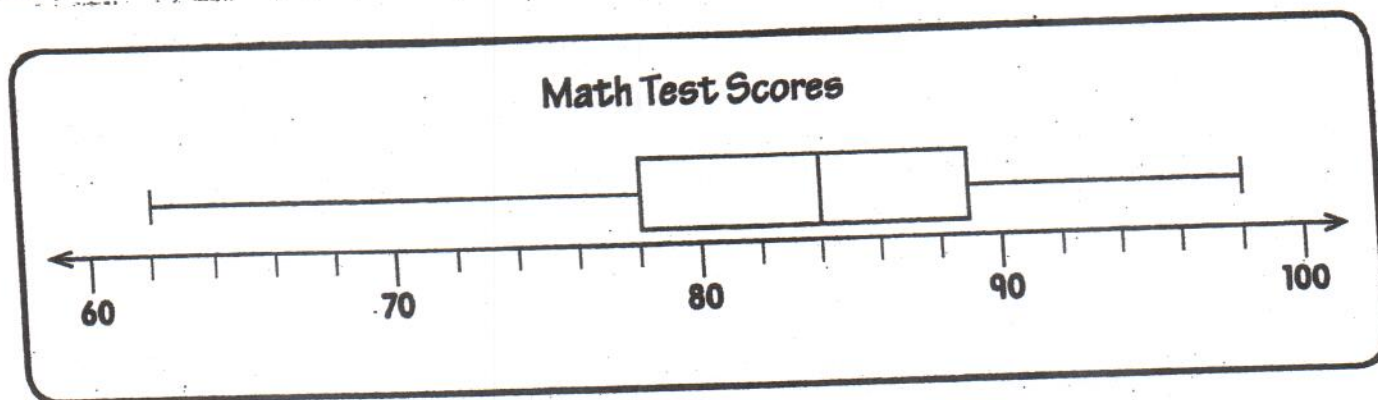


A _____

B _____

Lexi and Lisa are planting a garden. They have planted six rows and plan to plant four more rows. Each row is nine feet long. If the rows were placed end to end, how far, in yards, would they extend?

Look at the graph to answer the questions.



- What kind of graph was used to show the data?
☐ stem-and-leaf plot ☐ box-and-whisker plot ☐ line plot
- What is the median score?
☐ 62 ☐ 78 ☐ 84 ☐ 89
- What is the interquartile range?
☐ 36 ☐ 11 ☐ 5 ☐ 10
- What is the difference between the lower quartile and the upper extreme?
☐ 9 ☐ 10 ☐ 14 ☐ 20
- What is the difference between the upper and lower extremes?
☐ 36 ☐ 20 ☐ 11 ☐ 27
- Which set of data is shown on the graph?
☐ 72, 85, 91, 80, 63, 98, 89, 65, 95, 82, 85, 95, 78, 84, 75
☐ 83, 85, 62, 77, 96, 89, 87, 98, 73, 83, 81, 92, 84, 89, 78



Name _____

Marian Anderson's Gift of Song

Marian Anderson a gifted African-American singer was born in 1897 when marian was growing up african americans were discriminated against many public places were segregated. Marian couldnt enroll in music school because of her color but she wouldnt allow her voice to be silenced. Marian went on to become the first african american to sing a major role at the metropolitan opera house in New York city.



- names of people
- names of ethnic groups
- names of places



MONDAY

WEEK 19

19

When she was only six years old marian joined her church's junior choir. After a few years she was singing in both the junior and the senior choirs she sang for other churchs on special ocasions, too. Marians parents wanted to give marian music lessons. but they couldnt afford them. Marian's Father died when she was young? Marian her sister and her mother moved to her Grandparents house marian's mother clean houses and washed clothes to support the family



- names of people
- commas

TUESDAY

WEEK 19

21

Name _____

marian was not allowed into music school because of her color but she was determined to take lessons. With money she earned singing she helped pay for her own lessons. Marians church helped pay for lessons, to? one teacher even gave Marian free lessons When Marian traveled by train to sing in georgia she had to sit in a car for african americans. She couldnt eat in the dining car. In new york city, Marian had to stay in hotel's for African Americans



- names of people
- names of ethnic groups
- names of places

18

WEDNESDAY

WEEK 19

Marian went to europe where she became very famoes marian could sing in europe but she couldnt sing in public halls in Washington DC, her nations capital. This made people angry then the goverment of the united states invited Marian to sing on the steps of the lincoln memorial. more than 75,000 people Black and White sat together. they listened to Marian sing? Later, Marian sang at the white house. She died in 1993, She is still remembered for her determination courage and amazing voice



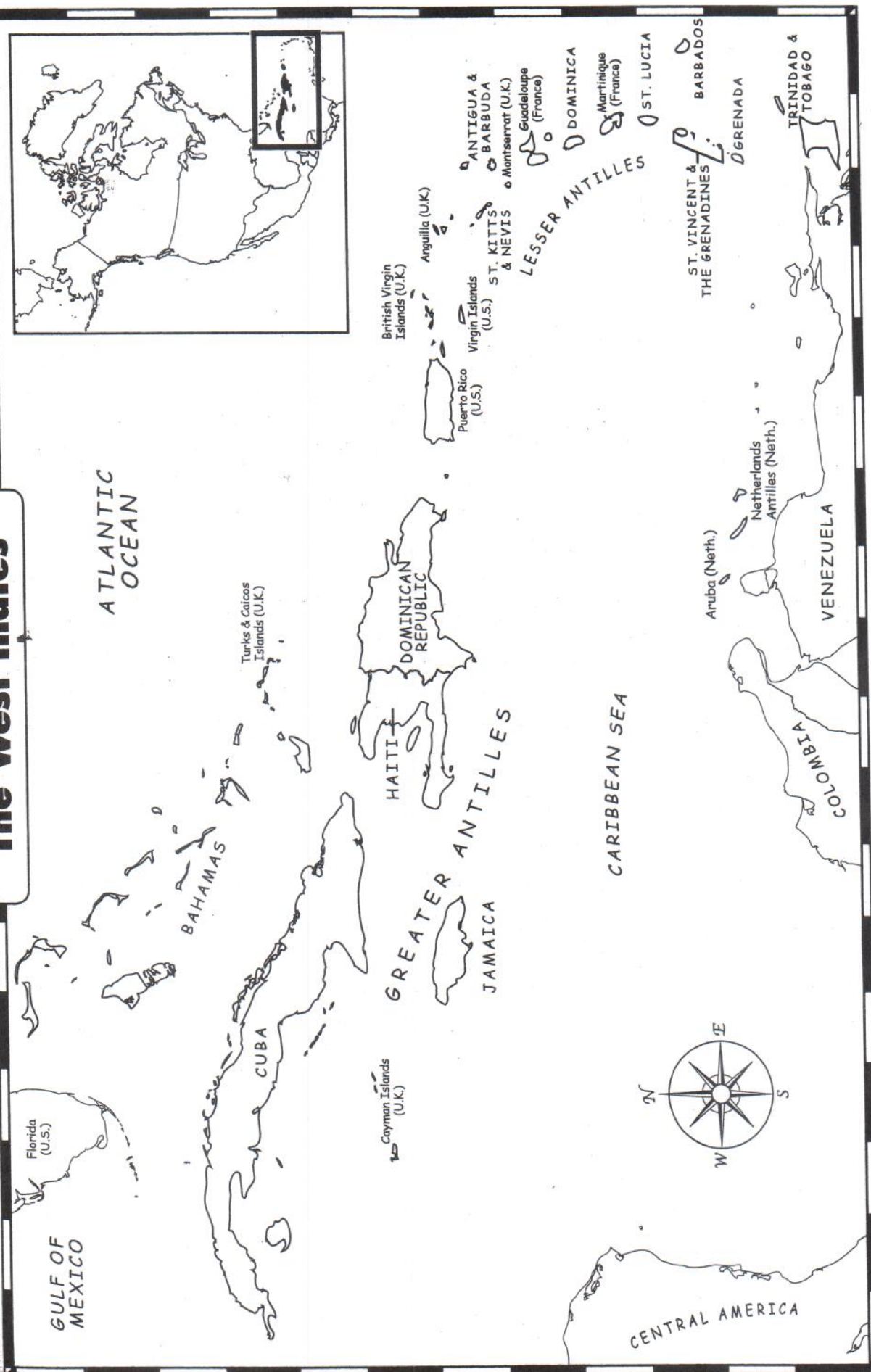
- names of people
- names of places
- abbreviations



THURSDAY

WEEK 19

The West Indies



The West Indies is made up of three main groups of islands—the Bahamas in the north, the Greater Antilles in the center, and the Lesser Antilles in the southeast. Thirteen countries and eleven dependencies are part of this region.



The West Indies

Monday

1. The West Indies is a chain of islands in which sea and ocean?

2. The West Indies is made up of the Bahamas and which two other island groups?

Tuesday

1. The Bahamas consist of 3,000 small islands. Where are the Bahamas located in relation to the United States?

2. Which four island nations make up the Greater Antilles?

Wednesday

1. How many countries and how many dependencies are located in the Lesser Antilles?

2. The island of Hispaniola consists of two nations in the Greater Antilles. Name the two countries that share this island.

Name _____

The West Indies

WEEK 20

Thursday

1. Which two dependencies in the West Indies belong to the United States?

2. Which European countries have dependencies in the West Indies?

Friday

1. Besides the five countries in Central America, which other countries border the West Indies?

2. Which island nation is the largest in area? Is it located in the Bahamas, the Greater Antilles, or the Lesser Antilles?

Challenge

Explain how the islands of the Bahamas, Greater Antilles, and Lesser Antilles got the name *West Indies*. Write your explanation as another caption for the map.

Name: _____

The Mystery of the MATCHING CONTINENTS

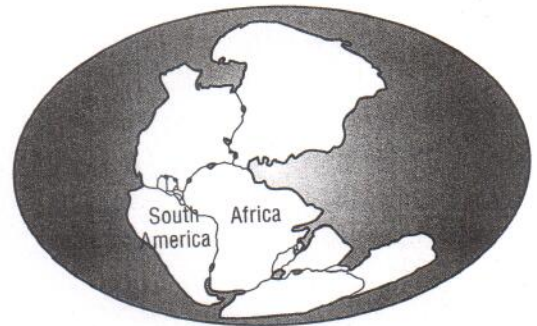
For many years, people who studied world maps noticed something interesting. The edges of some continents matched. Two continents that match are South America and Africa. The eastern coastline of South America curves outward. Across the Atlantic Ocean, Africa's western coastline curves inward. The two coastlines seem to fit together like puzzle pieces.

In the early 1800s, an explorer found rocks in South America that looked like rocks in Africa. The two continents also had similar plants and animals.

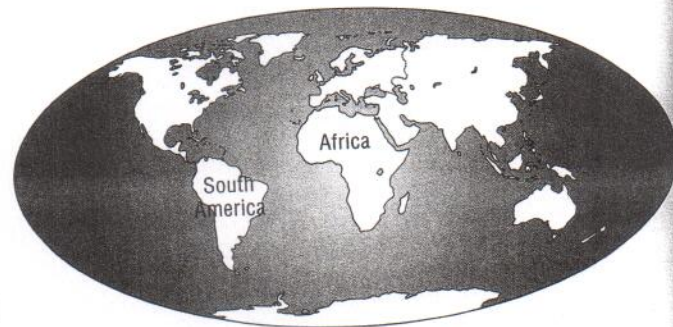
One hundred years later, a German scientist named Alfred Wegener made another discovery. He studied mountain ranges in South America and Africa. If the two continents were pushed together, then the mountains would line up.

In 1912, Wegener suggested a theory called *continental drift*. According to the theory, all of Earth's continents were joined together about 250 million years ago. They were one giant continent that Wegener called *Pangaea*. (The name comes from ancient Greek. In that language, *Pan* means "entire," and *Gaia* means "Earth.") Then *Pangaea* broke up, causing the continents to slowly drift apart and become the seven continents we know today.

Day 1



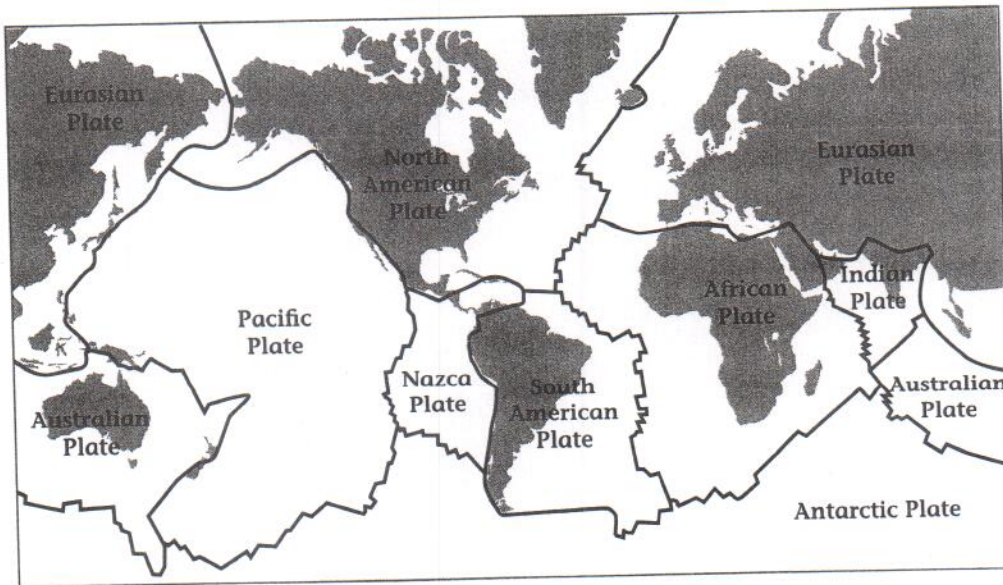
Researchers believe that South America and Africa were once a part of one large continent called *Pangaea*.



According to theory, large masses of land have drifted apart over millions of years, creating Earth's continents.

Day 1

Many scientists didn't believe Wegener. They didn't understand how huge continents could move. But much later, in the 1960s, scientists developed a theory called *plate tectonics*, which explains how continents can move. They discovered that Earth's surface is made up of giant pieces of rock called *tectonic plates*. Some of these tectonic plates have continents on top of them, and others have oceans. These plates ride on hot, softer rock in the mantle—the layer underneath them. This hot, softer rock behaves like soft dough. It flows in currents because of heat deep inside Earth. Currents form as a result of heat moving toward the cooler surface. Some currents flow upward, causing plates to move apart. Other currents flow downward, pulling plates together. Because the continents lie on the tectonic plates, they move right along with the plates.



This map shows nine of the tectonic plates beneath Earth's oceans and continents.

Tectonic plates move very slowly. They move about 4 inches (10 cm) each year. Evidence suggests that millions of years from now, the continents and oceans will be different in size and shape than they are today. For all we know, Earth's land may become one giant continent again!

Name: _____

Dictionary

Day 1

Content Vocabulary

continental drift

the slow movement of Earth's continents as tectonic plates shift

tectonic plates

huge sheets of rock that make up Earth's surface

mantle

a thick layer of rock beneath Earth's surface that, due to high heat, moves very slowly

Academic Vocabulary

coastline

the boundary between land and an ocean or lake

currents

streams of flowing air, matter, or energy that move in a certain direction

theory

an idea of how something works

evidence

facts that show a theory or belief to be true or false

surface

the outside or top of something; the part of land or water that touches the air above it


Write a sentence that includes at least one vocabulary word.

Name: _____

Identify Information

Day 2

Check the box after you complete each task.

		Completed
~	Draw a squiggly line under sentences that tell why people think South America and Africa were once joined.	<input type="checkbox"/>
[]	Put brackets around time periods, lengths of time, and dates that are mentioned in the article.	<input type="checkbox"/>
<input type="checkbox"/>	Draw a box around the name of each continent the first time it appears.	<input type="checkbox"/>
	Highlight the names of two theories discussed in the article.	<input type="checkbox"/>
—	For each theory, underline one sentence that best explains what it is about.	<input type="checkbox"/>
!	Put an exclamation point near any sentences that contain information about Earth's layers.	<input type="checkbox"/>
○	Circle the sentences that describe rock in Earth's mantle and the ways it behaves.	<input type="checkbox"/>
★	Put a star by the sentences that describe the speed at which tectonic plates move.	<input type="checkbox"/>
✓	Put a check mark beside the sentence that tells what Earth's surface will probably be like millions of years from now.	<input type="checkbox"/>
?	Put a question mark beside any words or sentences you don't understand.	<input type="checkbox"/>

Name: _____

Answer Questions

Day 3

.....
Use information from the article to answer each question.

1. About 250 million years ago, _____.
 - Ⓐ there was no land on Earth
 - Ⓑ all of Earth's continents were joined together
 - Ⓒ Earth had many continents that were far apart
 - Ⓓ Earth's surface was covered in rock that behaved like soft dough

2. Alfred Wegener _____.
 - Ⓐ was an explorer
 - Ⓑ developed the theory of continental drift
 - Ⓒ said there was no such thing as Pangaea
 - Ⓓ was a Spanish scientist

3. Earth's surface is broken into giant pieces of rock called _____.
 - Ⓐ coastlines
 - Ⓑ currents
 - Ⓒ layers
 - Ⓓ tectonic plates

4. What did an explorer discover about the rocks, plants, and animals in South America and Africa?

5. What discovery was made about the coastlines of South America and Africa?

Name: _____

Apply Vocabulary

Day 4

Use a word from the word box to complete each sentence.

Word Box

theory	surface	coastline	tectonic plates
mantle	currents	evidence	continental drift

1. Scientists have _____ that Earth's continents will be different in size and shape millions of years from now.
2. The unusual curves of the continent's _____ make it look like a huge puzzle piece.
3. Rock in the layer of Earth known as the _____ is hot and about as solid as soft dough.
4. According to the theory of _____, all of Earth's continents were once part of a single giant continent called *Pangaea*.
5. Alfred Wegener developed a _____ about how Earth looked millions of years ago.
6. Heat deep inside Earth moves toward the cooler _____.
7. Over millions of years, the movement of Earth's _____ can change how far away continents are from each other.
8. The flow of heat _____ causes tectonic plates to move together or apart.

Name: _____

Cause and Effect

Day 5

A text that has a **cause-and-effect** structure includes a description of the cause and the resulting effects.

Authors use these signal words to create a **cause-and-effect** structure:

Signal Words

allow	if...then	in order to	as a result of
causing	effects of	consequently	may be due to
therefore	because	for this reason	which has led to

1. The article describes a series of cause-and-effect relationships. Write the answers on the lines to complete the cause-and-effect chain.

Heat deep inside Earth causes rock to _____.

Heat currents that flow downward cause plates to _____.

2. Write two sentences from the article that use **cause-and-effect** signal words.

a. _____

b. _____

3. What effect does the last paragraph suggest will happen many years from now?

Daily Reading Log

It is very important for your child to read each night. Have your child read to you each night and then have them summarize what they read. If they are reading a chapter book, they can list the pages read and summarize those pages.

- Who is in the story? (characters)
- Where does the story take place? (setting)
- What is happening? (order events)
- Use key words such as:
First, Next, Then, Last, After that, Finally

Date & Title	Summary
Monday	
	Parent Signature
Tuesday	

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Summary

Wednesday

Parent Signature

Thursday