Reading Snow Day Packet for Mrs Arnold

Please keep this packet in a secure place at home and only complete the activity listed per day. Return the completed worksheet(s) on the next school day. Please be prepared to answer questions about the reading on the day we return. For questions, I can be reached from 8:00-3:00 at lmarold@k12.wv.us or 304 203-2736.

Snow Day 1

Read the article from StoryWorks – "Swarms of Terror" and complete the Making Inferences worksheet and Quiz (1-10 all).

Snow Day 2

Read the article from StoryWorks - "The Space Rock" and " Treasures from Outer Space" and complete the Finding the Theme worksheet and the Quiz (1-10 all).

Snow Day 3

Read the drama from StoryWorks - The Necklace and complete the worksheets on Matilda’s Plot, the Vocabulary (Use Your Words), and the Quiz (1-10 all).

Snow Day 4

Read the article from StoryWorks- "The History of Teeth" and complete the worksheets Understanding Text Structures and the Quiz (1-10 all).

Snow Day 5

Read the article from StoryWorks - "The Hedgehog: The Worst Pet Ever? and complete the Guided Writing worksheet which ends with you writing a letter to a friend explaining why a hedgehog would not make a good pet. Please put your final letter on notebook paper. Remember to follow the friendly letter format.
Lewis County School Calendar and Make-Up Day Information

The West Virginia State Board of Education School Calendar Policy 3234, provides new options to county school systems on how school delays, early dismissals, and closures are treated beginning this school year. The new flexibility options make available a total of ten (10) school days that do not have to be rescheduled, thus potentially protecting the school calendar from any adjustment. The flexibility options are as follows:

**Flexibility One: Equivalent Time**

All schools in Lewis County are “banking” thirty (30) additional instructional minutes daily. Because of this “bank time”, five (5) school days are available to avoid rescheduling lost time due to school closure and/or other reasons.

**Flexibility Two: Non-Traditional Instructional Day**

This is an option for instruction to be delivered to students through alternative methods. Once again, this is another option available to avoid adjusting the school calendar when a school day has been cancelled countywide because of poor weather conditions and/or other reasons.

All schools have developed “snow packets” that will be sent home with every student. These packets are to be completed (one for each day missed, for a total of 5-days) by students when school is closed for poor weather conditions and/or other unforeseen circumstances. Teachers will be available by email and with certain staff by telephone if students have questions or need assistance.

The Lewis County Schools Non-Traditional Instructional Day Plan was approved by the Lewis County Board of Education and the WV State Board of Education. Teachers will ensure that all students understand individual classroom expectations, procedures, and access to assistance. Notification for completion of “snow packets” will be included in the School Messenger announcement for school cancellation when needed. Any questions or further information should be directed to individual schools.
Making Inferences

An inference is something you can figure out from clues in a story, even though the story doesn’t say it directly.

**Directions:** The chart below lists clues from “Swarms of Terror” on the left and inferences you can make from them on the right. Fill in the blanks on the chart with clues or inferences from the article.

<table>
<thead>
<tr>
<th><strong>Clues</strong></th>
<th><strong>Inferences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider these lines from the article:</td>
<td>What can you infer were some of Laura's feelings as the swarm of locusts approached?</td>
</tr>
<tr>
<td>• “[Laura] had no idea what it could be. But deep in her gut, she knew that something terrible was about to happen.”</td>
<td></td>
</tr>
<tr>
<td>• “The edges sparkled; it seemed to stretch out forever. As the cloud came closer, the day turned dark.”</td>
<td></td>
</tr>
<tr>
<td>• “WHIRRRRRRR. Click, click, click. BUZZZZZZZ. It sounded like thousands of giant scissors snipping away at the sky.”</td>
<td></td>
</tr>
<tr>
<td>Write three lines from the article that support the inference on the right.</td>
<td>The Ingallses worked very hard to make their farm a success.</td>
</tr>
</tbody>
</table>

Continued on next page >
**Making Inferences, p. 2**

<table>
<thead>
<tr>
<th>Clues</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider these lines from the article:</td>
<td>What can you infer about the difficulties the Ingalls faced in the months after the locusts attacked?</td>
</tr>
<tr>
<td>- “Without wheat to sell, how would the Ingalls family get through the winter? They needed to buy coal to heat their little house.”</td>
<td></td>
</tr>
<tr>
<td>- “With their crops destroyed and no vegetables to eat, the Ingallses faced starvation and ruin.”</td>
<td></td>
</tr>
<tr>
<td>- Write one more line from the article that supports the inference on the right.</td>
<td></td>
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</tbody>
</table>

3. Write two lines from the article that support the inference on the right.  

4. Write your own inference from the article.  

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"Swarms of Terror" Quiz

Directions: Read the article "Swarms of Terror" in the December 2017/January 2018 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. How did Laura Ingalls feel when she first saw a strange shadow in the sky?  
   A) excited  B) puzzled
   C) suspicious  D) frightened

2. Which line from the article supports your answer to question 1?  
   A) "The disaster began as a shadow in the distance, a strange shimmer in the sky."
   B) "But deep in her gut, she knew that something terrible was about to happen."
   C) "Few understood the grim reality of pioneer life . . . ."
   D) "A young girl named Laura Ingalls spotted it on a hot July afternoon in 1875."

3. The sentence "The entire family was caught in a whirlwind of bugs" helps you imagine . . .  
   A) where the locusts had come from.  B) how the locusts looked and felt to the Ingalls family.
   C) what the locusts smelled like to the family.  D) where the locusts settled on their farm.

4. What is one way that the locusts affected the prairie farmers' lives?  
   A) They were poisonous.  B) They stung like bees.
   C) They destroyed the crops.  D) They spread diseases.

5. What caused the Rocky Mountain locusts to form such large swarms?  
   A) tall prairie grass  B) lack of rain
   C) flood conditions  D) too much food

6. Which line from the article supports your answer to question 5?  
   A) "They have darkened the skies of every continent but Antarctica."
   B) "The insects . . . gathered in swarms that were truly monstrous in size."
   C) "In many places, locusts didn't just fly away when they finished eating."
   D) "The Rocky Mountain locust thrived when there was a shortage of rain."

7. In the sentence "Between droughts, the locusts would migrate back to their original home . . . ," migrate means _____.  
   A) crawl  B) spring
   C) travel  D) buzz

8. "Swarms of Terror" is mainly about . . .  
   A) a locust attack that struck western Minnesota in the late 1800s.
   B) the life of American writer Laura Ingalls Wilder.
   C) the life cycle of the Rocky Mountain locust.
   D) efforts by pioneers to settle the American West in the late 1800s.

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the article.

9. How do descriptive details in the article help you imagine what the locust attacks were like for pioneers? Give two examples.

10. Why do you think Laura Ingalls Wilder never forgot the locust attack that she witnessed as a child?
Finding the Theme

**Directions:** The theme of a story is the big, important idea you take away from reading it. Answer each of the questions in the chart below for the beginning, middle, and end of "The Space Rock." Then respond to the question that follows.

<table>
<thead>
<tr>
<th></th>
<th>At the beginning</th>
<th>By the middle</th>
<th>In the end</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is happening in the town of Rock Creek?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How is Karl feeling about his life?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. What issues are his parents thinking about? How are they spending their time?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. What are Daddy's thoughts about the space rock?</td>
<td>Does not apply</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. What can you conclude from Karl's poem?</td>
<td>Does not apply</td>
<td>Does not apply</td>
<td></td>
</tr>
</tbody>
</table>

6. Think about what the characters learned by the end. Write one sentence that states the theme of the story.
**The Space Rock** Quiz

**Directions:** Read the story “The Space Rock” in the December 2017/January 2018 issue of Storyworks.
Then fill in the bubble next to the best answer for each question below.

1. **Who is the narrator of the story?**
   - A ghost
   - B Mama
   - C Mr. Johnson
   - D Karl

2. **Which of the following best describes Daddy?**
   - A unselﬁsh
   - B cranky
   - C strict
   - D silly

3. **Which line from the story supports your answer to question 2?**
   - A “You don’t disturb Daddy when he’s talkin’ to his truck.”
   - B “Daddy stared at Brother like he had lost his mind.”
   - C “I believe that getting what you need out of something is better than getting all that you can out of something.”
   - D “Daddy never complained.”

4. **Mama and Daddy stare at Karl “with a peculiar look” after seeing where the meteorite landed because they . . .**
   - A are angry Karl let the dog get away.
   - B realize how close Karl came to being hurt.
   - C know they’ll make a lot of money soon.
   - D no longer have a place to plant their crops.

5. **How did Karl’s family earn enough money to buy a telescope, a car, and cupboards?**
   - A They sold tours of the big meteorite.
   - B They opened a food stand.
   - C They sold small meteorites.
   - D They turned their farm into a museum.

6. **When Daddy talks about where the meteorite landed, he’s making the point that . . .**
   - A their farm is the biggest around.
   - B it just landed in their field by chance.
   - C the Johnsons want some of the money from selling the small meteorites.
   - D it would have been better if the meteorite had landed in downtown Rock Creek.

7. **If there had been fewer than ﬁve rocks in the voting box, the family would have . . .**
   - A given the meteorite to Rock Creek.
   - B sold the meteorite.
   - C kept the meteorite on their farm.
   - D broken the meteorite into small pieces.

8. **Most of the rocks that fall from space . . .**
   - A are from Mars.
   - B are from the moon.
   - C burn up in Earth’s atmosphere.
   - D weigh less than regular rocks.

**Constructed Response**

**Directions:** On a separate piece of paper, write your answer to each question in a well-organized response.
Make sure you support your answers with details from the story.

9. **In Karl’s poem, what do these lines mean: “There’s a space rock in our town—it stopped the ghosts from coming around”?**

10. **Why might someone pay lots of money for a meteorite? Use details from the story and the informational text in your answer.**
Matilda’s Plot

The action of a story is called the plot. Most plots follow a similar pattern. The introduction presents a character’s main problem. Then the problem gets more complicated until the climax—or exciting turning point—of the story happens. And then (whew!) the resolution: The problem is resolved. Finally, there’s a conclusion. In this activity, you’ll figure out the different parts of the plot in *The Necklace*.

**Directions:** Fill in each block in the pyramid, using the prompts to help you.

1. **Introduction**
   - How does Matilda feel about her life?
   - How does she react when Pierre brings home an invitation to the ball?

2. **The Plot Thickens**
   - What does Matilda do to look elegant enough to attend the ball?

3. **Climax**
   - What does Matilda discover after the ball?

4. **Resolution**
   - What do Matilda and Pierre do as a result of what happens in No. 3?

5. **Conclusion**
   - What does Matilda find out in the end?
## Use Your Words

**Directions:** Use the word and definitions in the left column to complete the tasks in the right column. (Hint: If you need help, find the words in the story to see them used in context.)

<table>
<thead>
<tr>
<th>Word</th>
<th>Task</th>
</tr>
</thead>
</table>
| **aspires:** wants to have or achieve something | What career do you aspire to?  
Answer: ____________________________________________ |
| **debt:** money owed to someone or something | Write a sentence using the word debt.  
Sentence: ___________________________________________ |
| **exquisite:** very beautiful and finely done | What are two things that you consider to be exquisite?  
Answer: ____________________ and ____________________ |
| **haggard:** looking very thin and tired, usually due to great hunger, worry, or pain | Give an example of a situation that might cause someone to appear haggard.  
Answer: ___________________________________________ |
| **humiliating:** making someone feel foolish or embarrassed | How might a person react to a humiliating experience?  
Answer: ___________________________________________ |
| **poverty:** the state of being poor | Write an antonym for the word poverty.  
Antonym: ____________________ |
| **squalor:** very bad and dirty conditions | Complete the sentence below.  
Elizabeth didn’t want her hamster to live in squalor, so she ___________________________________________ |
| **stunned:** shocked or overwhelmed | Write a sentence describing a time when you felt stunned.  
Sentence: ___________________________________________ |
| **tapestries:** heavy pieces of cloth with pictures or patterns woven into them; often used as wall decorations | Pick the best choice to complete the sentence:  
The king demanded that tapestries be hung on the walls to make the castle ____________________  
a) cooler  b) more attractive  c) scarier  

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The Necklace Quiz

Directions: Read the play The Necklace in the December 2017/January 2018 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. Who wrote the short story that this play is based on?
   A. Guy de Maupassant
   B. Spencer Kayden
   C. Mack Lewis
   D. C.B. Canga

2. Which character trait best describes Matilda at the beginning of the play?
   A. hardworking
   B. relaxed
   C. shy
   D. vain

3. Which line from the play supports your answer to question 2?
   A. "Matilda slumps in a chair, as if the life has been drained from her body."
   B. "She goes to the mirror to admire herself . . ."
   C. "For 10 years they struggle. Surprisingly, Matilda never complains."
   D. "Matilda flops down onto the shabby sofa."

4. In Scene 2, what causes Matilda to burst into tears?
   A. Her curtains and furniture are worn.
   B. Her clothes are not good enough for the ball, she thinks.
   C. She loses the borrowed necklace.
   D. She and Pierre can no longer afford to have Anna work for them.

5. In Scene 5, Matilda refuses to put on her old coat until she is far away from the party. What does this tell you about her?
   A. She is trying to be careful about money.
   B. She loves long walks with Pierre.
   C. All the dancing at the party made her hot.
   D. It's important to her that others don't think of her as poor.

6. Which line from the play expresses a similar idea to the answer to question 5?
   A. "Nothing is more humiliating than looking poor among a roomful of rich people."
   B. "All evening, Matilda floats on a cloud of happiness."
   C. "Matilda is glowing inside and out."
   D. "I could manage with . . . 400 francs."

7. The word stunned in the sentence "They stare at each other, stunned" is closest in meaning to .
   A. beautiful
   B. shocked
   C. in love
   D. angry

8. Which character trait best describes Matilda at the end of the play?
   A. hardworking
   B. relaxed
   C. shy
   D. vain

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with details from the play.

9. How does Pierre feel about Matilda?
   Support your answer with details from the play.

10. At different points in the play, Matilda and Narrator 1 each state "How strange life is." Why do you think they say this?
Understanding Text Structures

**Directions:** Text structure is the way an author organizes information in a piece of writing. Authors use different text structures to achieve different purposes. Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about "The History of Teeth."

1. In the first section, the author uses a cause-and-effect structure. The effect the author writes about is the death of Djed, a 30-year-old Egyptian woman who lived 3,000 years ago. What was the cause of her death?

2. In the section "Terrible Fact of Life," the author uses description to explain how millions of people once suffered from terribly painful, and sometimes fatal, tooth problems. What details does she include to support this idea?

3. In the section "Kissing a Donkey," the author notes similarities and differences—between ancient days and present day—in the ideas people have had about dental problems. Which type of text structure is this? Support your answer using examples.

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**Description**
includes details to help you picture or get to know a person, place, thing, or idea.

**Cause and Effect**
explains why something happened (cause) and what happened as a result (effect).

**Problem and Solution**
presents a problem and explains how it is solved.

**Compare and Contrast**
presents the similarities and/or differences between two items, such as events, time periods, or places.

**Sequence of Events**
describes events in the order in which they happen. This is also called chronological order.

Continued on next page >
4. Which text structure does the author mainly use across the sections “Broken Jaws” and “Obsessed With Teeth”? List the words and phrases the author uses that help you identify this text structure. 

What does the author show you about dental care over time by using this text structure?

5. In the article, the author writes about the problem of cavities and what people can do to prevent them. One solution to the problem is given below. Write two more solutions in the boxes, based on what you read.
"The History of Teeth" Quiz

Directions: Read the feature "The History of Teeth" in the December 2017/January 2018 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. What does the first section header, "Terrible Fact of Life," refer to?
   A. During the 20th century, people did not brush or floss their teeth.
   B. For centuries, people died as a result of tooth problems.
   C. Many dentists used to be poorly trained.
   D. Today, patients still suffer from dental disease.

2. Why was preventing cavities difficult in Djed's time?
   A. People refused to stop eating sugary foods.
   B. People liked having fake ivory teeth.
   C. People did not know what caused cavities.
   D. Braces made of cat intestines caused cavities.

3. Which line from the article best supports your answer to question 2?
   A. "These holes are painful and can get infected if left untreated."
   B. "But ancient people were baffled by what caused them."
   C. "Cavities were a major source of dental troubles in ancient times too."
   D. "Some long-ago tooth treatments were not so different from what we do today."

4. What does burrowed mean in the phrase "tiny animals that burrowed into teeth"?
   A. bit  C. crawled
   B. dug  D. jumped

5. How did dental care begin to improve in the 1700s?
   A. Some people treated tooth problems in a more scientific way.
   B. People no longer suffered serious infections.
   C. Barbers could pull teeth painlessly.
   D. Dentists treated all patients for a small fee.

6. Which line from the article best supports the answer to question 5?
   A. "People also sought help from people known as 'tooth drawers.'"
   B. "Most people relied on barbers to care for their teeth."
   C. "Better-trained dentists created new tools to examine the mouth..."
   D. "But only the very rich ever saw dentists."

7. Based on "Teeth Through Time," what first caused people to have tooth problems?
   A. pulling teeth  C. bristle toothbrushes
   B. serious infections  D. eating grain

8. A main idea in both the article and the timeline is that...
   A. an ancient Egyptian woman died from an infected tooth.
   B. fillings have been made from odd materials.
   C. dentists use X-rays to identify tooth problems.
   D. since ancient times, people have attempted to treat their tooth problems.

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the article and timeline.

9. Based on the article and the timeline, what are three important ways that tooth care has improved since ancient times?

10. How does the information in the timeline add to what you learned in the article?
The Horrid Hedgehog

Directions: Read the infographic on page 32 of the December 2017/January 2018 issue of Storyworks. Then complete the activity below to help you write a letter to a friend explaining why it would not be a good idea to get a hedgehog as a pet.

A. Read the headline and the sentences below it and look at the central image. What is this infographic about?

[Blank space for answer]

Use your answer to write an opening sentence for your letter, introducing the main idea you will support:

[Blank space for opening sentence]

B. Five sections surround the center. Each section gives a key detail supporting the main idea. Copy the blue section labels first, then write the key details for your letter in your own words, using a complete sentence for each.

1. Label: 
   Sentence:

2. Label: 
   Sentence:

3. Label: 
   Sentence:

4. Label: 
   Sentence:

5. Label: 
   Sentence:

Continued on next page >
C. Look over the whole infographic again. Write a concluding sentence that summarizes how the details support the main idea.

____________________________________________________________________________________

D. You're ready to write! Use your opening sentence, key details, and conclusion to write a letter to a friend explaining why a hedgehog would not make a good pet.