

MRS. GRAUER LANGUAGE ARTS



Welcome to
class!
COME IN.
& HAVE
A SEAT

1. PUT ANY
NOTES IN
THE PINK
BOX

2. SIT QUIETLY
AND WAIT FOR
ANNOUNCEMENTS

Take flight with the Wright brothers!

SCHOLASTIC

News EDITION 3

SEPTEMBER 18, 2023

HURRICANE HELPERS



These Girl Scouts in Florida made kits to help keep kids safe during hurricane season.

VA 8074 3 ISBN 0769-0563

EARTH SCIENCE

Hurricane Helpers

These Girl Scouts from Florida are helping other kids prepare for hurricanes—and feel less scared.



The fourthgraders in Girl Scout Troop 2059 visited a TV station's weather center to learn more about hurricanes.



WATCH A VIDEO to see mighty hurricanes in action.

AS YOU READ Identify the problem that the hurricane kits helped solve.

What Are Hurricanes?

Hurricanes are powerful storms that usually strike from June through November. They bring heavy rains and winds that can blow more than 150 miles per hour. They can knock over trees, flood towns, and destroy buildings.

Florida **citizens** aren't strangers to these storms. In fact, Florida is hit by more hurricanes than any other state.

The girls noticed that classmates who had recently moved to Florida were especially **anxious** about hurricanes. Many had never been through one, and they and their families didn't know what to expect. That's why the girls decided to make hurricane kits.

WORDS TO KNOW
citizens: members of a community, state, or nation
anxious: worried and fearful

2 SCHOLASTIC NEWS EDITION 3 • SEPTEMBER 18, 2023

Landed Cover Story SCHOLASTIC NEWS EDITION 3 • SEPTEMBER 18, 2023 3

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"We wanted to give supplies to help," Lily says. "We also wanted to educate families on preparing for a hurricane."

PAUSE AND THINK

Why might kids new to Florida be especially nervous about hurricanes?

Lifesaving Storm Kits

The first step was to gather items for the kits. Last January, the girls thought about what would be most helpful. Then Lily and her friends asked businesses to donate, or give, those items.

The kits included supplies like a water bottle and canned food. Those could come in handy if people can't get to a store to buy food after a storm. The kits also included telephone numbers to call in an emergency. There was a list

of tips about how to prepare for storms. One important tip is to bring patio furniture inside. That way it won't blow around and hurt someone.

"The flashlight helps if the power goes out," Lily says. "The activity sheets will help keep kids busy and less anxious until the storm passes."

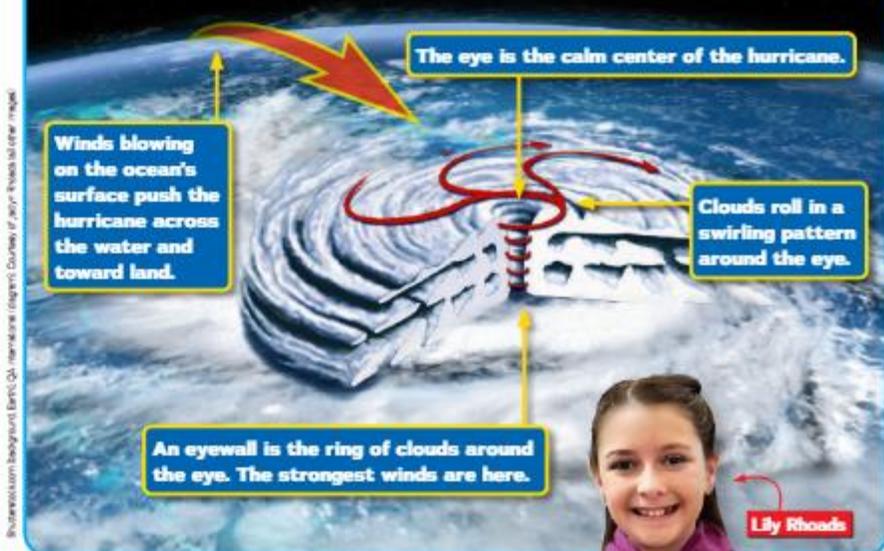
What's Next!

Last April, the girls had received enough donations to fill 50 kits. They handed them out to local families. Two months later, Troop 2059 received the Girl Scout Bronze Award for the project.

Other troops have contacted Troop 2059. They want to learn about making the kits—and to keep the project going!

Inside a Hurricane

Hurricanes form when warm air from the ocean's surface rises and meets cool air above it. This causes storm clouds, rain, and strong winds. If winds reach 74 miles per hour, the storm is called a hurricane.



How the Girls Put the Kits Together



1 After gathering donations, the troop put the items into bags.



2 Each kit had items to help in a storm, such as canned food. It won't spoil and can stay in the kit until needed.

3 The girls handed out 50 hurricane kits to local families.



History Makers

THE WRIGHT BROTHERS



A cold wind blew across a beach in Kitty Hawk, North Carolina. It was December 17, 1903. A man named Orville Wright bravely climbed aboard a small airplane. He had built it with his brother Wilbur. They called it the *Wright Flyer*.

Orville's flight lasted only 12 seconds. But it was the first time a pilot had flown a plane with an engine. The Wright brothers had just made history!

Curious Kids

Growing up in Dayton, Ohio, the Wright brothers dreamed about flying. At the time, people flew mainly in hot-air balloons and **gliders**. In 1899, Orville and Wilbur set out to build a plane with an engine.



✓ WORDS TO KNOW

gliders: light aircraft that fly without an engine

pioneers: people who begin or take part in the creation of something new

The brothers spent years trying different designs. They had several problems to solve. The pair had to figure out how to power the aircraft and lift it off the ground. They also had to figure out how a pilot could control the plane.

Soaring into the Future

In 1903, the brothers finished the *Wright Flyer*. It had two long wings covered in fabric. It also had an engine.

After their first flights in Kitty Hawk, the Wrights worked to improve their planes. In 1905, Wilbur flew 24 miles in 39 minutes.

Wilbur died in 1912. Orville lived another 36 years. He saw how his inventions inspired others to build bigger and better aircraft.

Today, it's hard to imagine a world without planes. Thanks to these

pioneers, we don't have to.

—by Alicia Green

TAKING FLIGHT

Here's a look at the day the Wright brothers made history.



WATCH A VIDEO

Soar through the history of flight!



The engine rumbles to life . . .



Illustration by Ben Palmucci



Happy Constitution Day!

Constitution Day is September 17. On that day in 1787, America's Founders signed the Constitution. It set up the three branches of our national government. Read the chart and answer the questions.



The White House

Executive Branch

The president is part of this branch. He leads the nation and says yes or no to laws passed by Congress.



U.S. Capitol

Legislative Branch

Congress is part of this branch. It makes national laws. It's made up of the Senate and the House of Representatives.



U.S. Supreme Court

Judicial Branch

The Supreme Court is part of this branch. The nine judges on this court decide if laws go against the Constitution.

1. Which branch decides if laws go against the Constitution? _____
2. To which branch does the president belong? _____
3. Congress is made up of the House of Representatives and the _____.
4. How many judges are on the Supreme Court? _____

Hurricane Helpers

- 5. What is the author's main purpose?**
- (A) to show the damage hurricanes cause
 - (B) to describe how Girl Scouts helped people prepare for hurricanes
 - (C) to explain where the strongest winds in a hurricane are
 - (D) to list Lily's favorite items in the kits
- 6. People who are *anxious* are ____.**
- (A) happy
 - (B) ready
 - (C) worried
 - (D) calm
- 7. Which of these did Lily say could help kids stay busy and feel less anxious?**
- (A) activity sheets
 - (B) canned food
 - (C) flashlights
 - (D) storm tips

- 8. Which happened last?**

- (A) The girls put kits together.
- (B) The girls asked for donations.
- (C) The girls won the Bronze Award.
- (D) The girls handed out the kits.

The Wright Brothers

- 9. The Wright brothers made history by ____.**
- (A) flying for the longest amount of time
 - (B) building a plane with two wings
 - (C) flying a plane with an engine
 - (D) building a hot-air balloon
- 10. The *Wright Flyer* ____.**
- (A) had no engine
 - (B) was a glider
 - (C) never flew
 - (D) was built in 1903





ENVIRONMENTALS

UNIT

one WEEK 4

CREATED BY: MARCY GRAUER

DAY 3

VOCABULARY

words

shield

lack

exposure

nomadic

landscape

shield: to protect by covering

lack: the state of not having something

exposure: the condition of being unprotected from severe weather, such as extreme heat

nomadic: moving around a lot

landscape: the natural features seen in an area

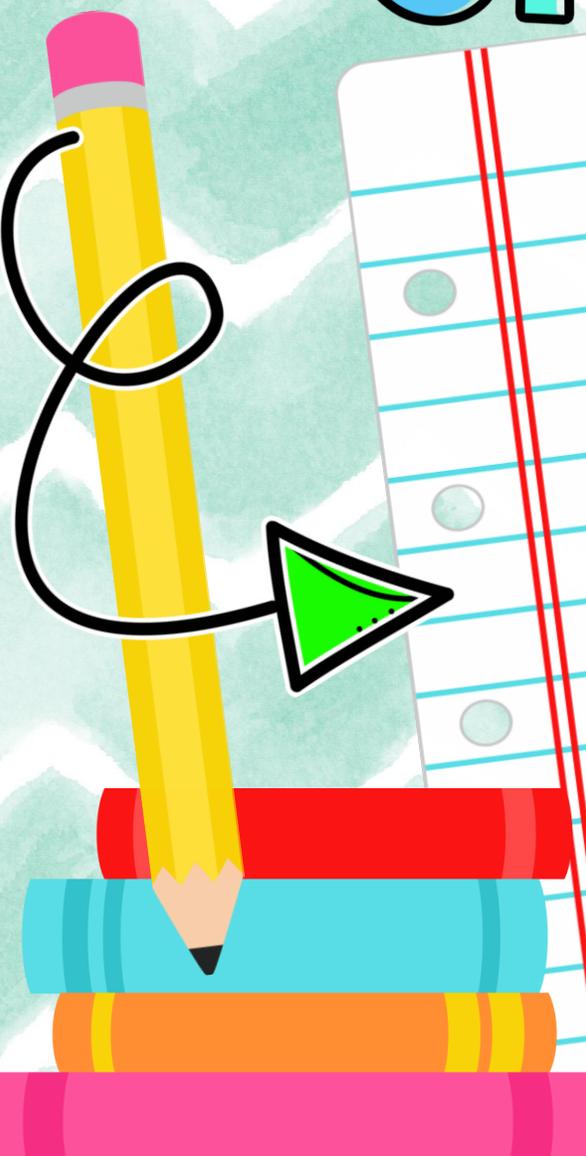
TURN & TALK

Challenge...

Can you and your partner
create 1 super sentence
using all 5 of your
vocabulary words?

SPELLING words

Let's clap the syllables for each word.



owner
peaches
asleep
display
shadow
dream

braided
charcoal
agree
maintain
voice
south

SPELLING words

Now it's your turn...



coaster freezing painter	beetle blowfish yellow	approach playground pillow	reason boating teacher	cattail crayon trailer
--------------------------------	------------------------------	----------------------------------	------------------------------	------------------------------

Sound	Digraph	Word
Long e	ee ea	beetle
Long a	ai ay	
Long o	ow oa	

INTRODUCE

the text

What creative solutions do people come up with to survive in their environment?

Be a Text feature detective and write the page numbers down where you find examples of text features.



PARTNER READ

Genre Informational Text

Living in DESERTS

BY TEA BENDUHN



CHAPTER 1

CLOSE READ

Analyze Text Features

Underline the text feature that tells you the text will be presented in a certain order.

Welcome to the Desert

- 1 The air is hot and dry. Sand blows in your face. Rocks and sand are all you can see for miles and miles. You are thirsty. You will not have much luck finding water because rain has not fallen here for more than a year. Where are you? You are in a desert!

- 2 A desert is an **extreme** place to live. No other place on Earth is as dry as a desert. Fewer than 10 inches (25 centimeters) of rain fall in deserts each year. The soil is dry, and rainfall can cause a **flash flood**. In the world's deserts, more people have drowned in desert rainstorms than have died from thirst.

Flash floods happen when a desert's dry ground cannot soak up water quickly.

CLOSE READ

Use Text Evidence

Highlight the detail in the text that supports what the photograph shows.



CLOSE READ

Analyze Text Features

Underline the facts in the caption and the text that the map helps you understand.

- 3 Deserts are almost everywhere in the world. You can find deserts in South America, North America, Asia, Australia, Africa, and Antarctica.

Deserts cover about one-quarter of all land on Earth!



One of the coldest places on Earth, Antarctica, is a desert!

- 4 Many deserts are hot. There are not enough clouds to shield the ground from the Sun's heat. One of the hottest temperatures ever recorded was in Death Valley, California. The temperature reached 132° Fahrenheit (56° Celsius)! Not all deserts are hot, however. Most of Antarctica is a cold desert. Temperatures there can be as low as -128° F (-89° C). That is way below freezing!

CLOSE READ

Analyze Text Features

Underline details in the text that support the statement in the caption.

shield protect by covering

CHAPTER 2

CLOSE READ

Use Text Evidence

Highlight the detail in the text that supports the information in the chapter title.

lack the state of not having something

exposure the condition of being unprotected from severe weather, such as extreme heat

People of the Desert

- 5 Deserts can be filled with danger. People can get **heatstroke** from extreme temperatures. Lack of water can lead to **dehydration**. Too much exposure to the Sun can cause sunburn. Some people, however, are able to live in deserts. To them, deserts are home.

- 6 For hundreds of years, people have found ways to **protect** themselves against the extreme **conditions** of deserts. They build shelters for shade during the day. They travel at night. The nomadic people of Asia's Gobi Desert move from place to place to find **resources**. They live in tent-like structures called yurts, which they carry with them.

A yurt is easy to put up, take down, and move. It will stay standing even in winds of 90 miles (145 kilometers) per hour.

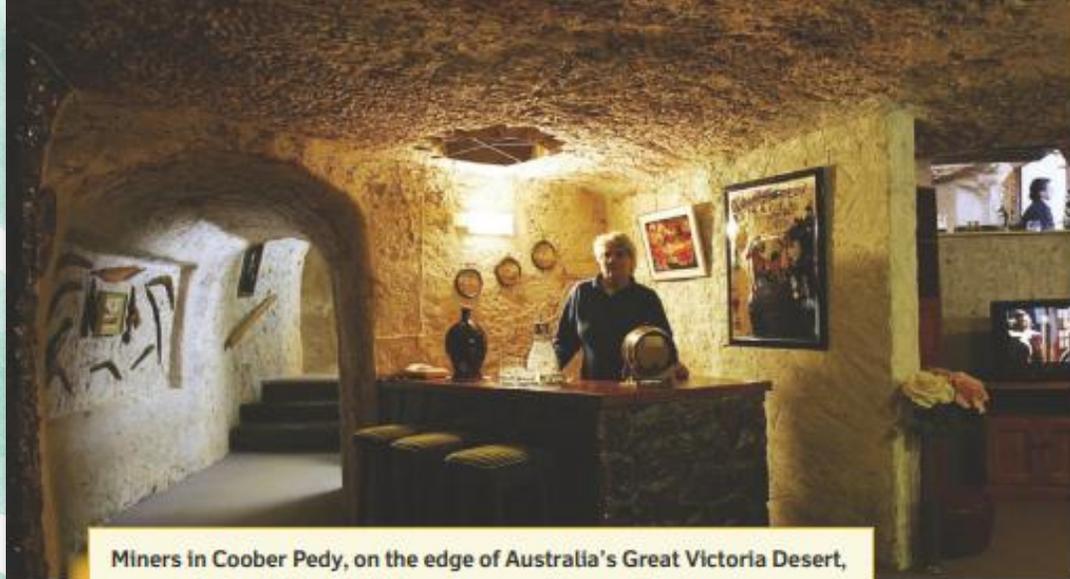
CLOSE READ

Analyze Text Features

Underline the details in the text that the photograph helps you understand.

nomadic moving around a lot





Miners in Coober Pedy, on the edge of Australia's Great Victoria Desert, escape the Sun's heat in their underground homes. The town's name means "white man in a hole."

CLOSE READ

Use Text Evidence

Highlight details in the text that tell you more about what you can see in the photograph.

- 7 Different groups of people live in deserts around the world. Each group has its own way of life. They build different types of shelters to suit their ways of life. Some build homes with bricks they make from mixing mud with straw. Some people live underground! The people of Coober Pedy, Australia, dig underground rooms to make their homes.

- 8 Long ago, the only people who lived in deserts lived **traditional** lifestyles. Today, many kinds of people live in deserts. They use modern technology to build air-conditioned buildings and to pump water into their cities. Las Vegas, Nevada, for example, is in the Mojave Desert.

Some modern cities, such as Las Vegas, are in the middle of deserts.



CLOSE READ

Analyze Text Features

Underline details in the text that give you more information about the photograph.

CHAPTER 3

CLOSE READ

Use Text Evidence

Highlight the text details that support the chapter title by telling how people find water to survive in the desert.

Living in the Desert

- 9 Harsh weather and **climate** make it hard for people to live in deserts. Over many years, people have learned ways to find enough water to survive. The San people of the Kalahari Desert, in Africa, for example, know which plants store water. They also use long **reeds** to suck up water from underground. They then store the water in ostrich eggshells.

CLOSE READ

Analyze Text Features

Underline details in the caption and text that the photograph supports.

- 10 Most people who live in deserts live near an **oasis**. An oasis has enough water to grow crops. Many people have palm trees. A fruit called a date grows on these trees. People can also grow olive trees, wheat, and other crops for food. If an oasis is big enough, people can build villages, towns, or even cities around it.

Dates grow on palm trees. People can eat them or trade them for money or other goods.





These Tuareg people live in the Sahara Desert. They cover their faces with long, flowing cloaks. Their clothes keep sand out of their eyes, hair, mouths, and skin.

CLOSE READ

Use Text Evidence

Highlight the detail in the text that helps you understand the photograph and caption.

landscape the natural features seen in a particular area

- 11 Very few plants grow in deserts. Often, deserts go on for hundreds of miles of land with no shade. Strong winds blow through the **barren** landscape. A dust storm can strike at any moment without warning. Desert people wear layers of loose-fitting clothes to protect themselves from the Sun and blowing dust.

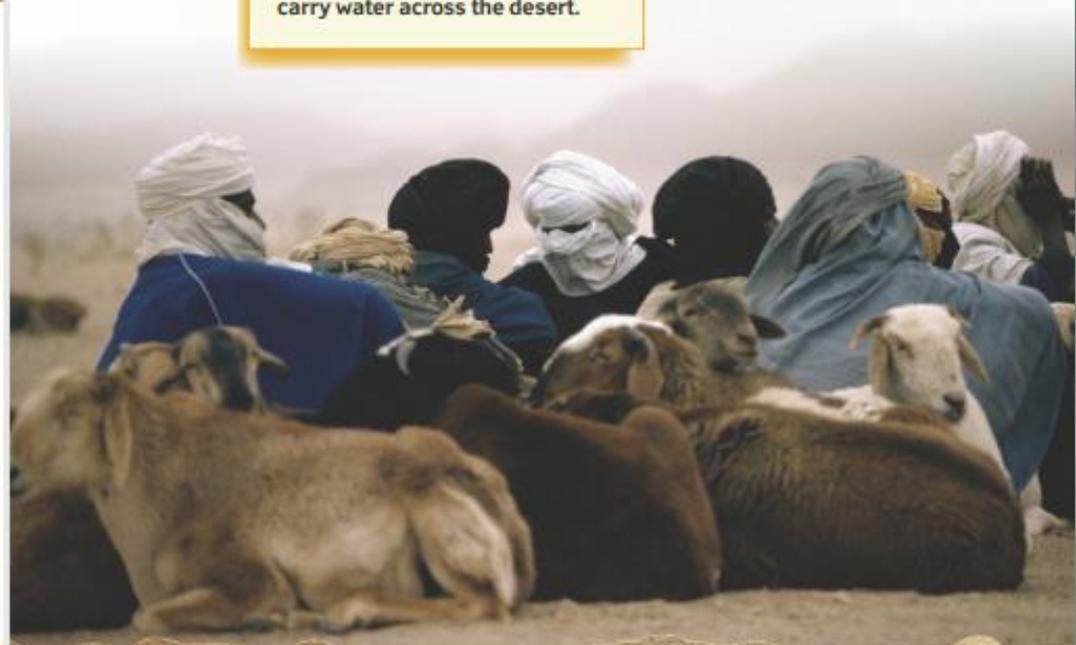
- 12 Some people who live in deserts do not stay in one place. The Tuareg people live in the Sahara Desert in Africa. For hundreds of years, they have traveled across the desert. They carried items for trade, such as gold and spices, from one side of the desert to the other.

CLOSE READ

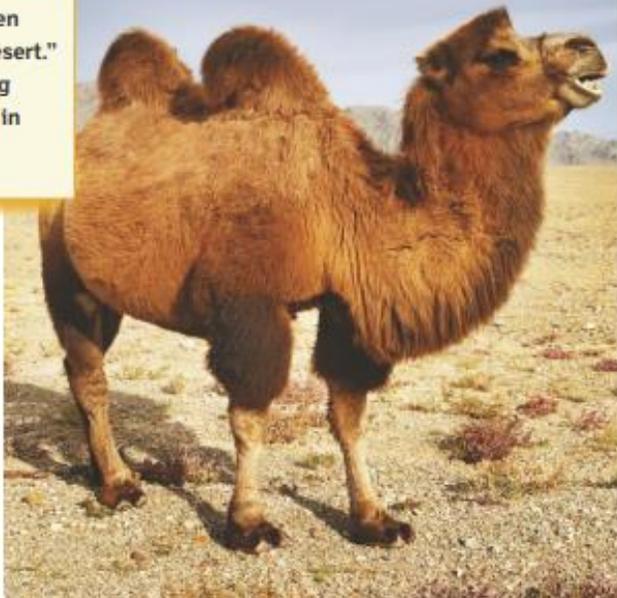
Analyze Text Features

Underline the text feature that supports your understanding of why the Tuareg people raise goats.

The Tuareg people raise goats to provide milk and meat and to carry water across the desert.



Camels have often been called "ships of the desert." They can live for a long time off the fat stored in their humps.



CLOSE READ

Vocabulary in Context

Underline the context clues in the caption and the text that help you determine the meaning of the phrase *ships of the desert*.

- 13 For hundreds of years, many people have used camels to travel through the desert. Camels are built to survive desert weather and climate. Their thick, wooly hair protects them from the hot Sun. Their wide feet stop them from sinking in the sand. They can drink 25 gallons (95 liters) of water in minutes, and they do not need to drink again for days.

- 14 Fewer than one hundred years ago, many people could not cross a desert without a camel. Today, camels are less important than they once were. People now drive cars and trucks through deserts. Deserts are easier to cross today, but you would not want to get stranded! You may not get help for a long time.

Strong winds blow sand through deserts. Blowing sand makes it hard for drivers to see the road.

CLOSE READ

Analyze Text Features

Study the photo of the car. Underline details in the text and caption that the photo helps you understand.



CHAPTER 4

CLOSE READ

Use Text Evidence

Highlight the text details that tell you how people who live in the desert today meet their needs.

People and the Desert Today

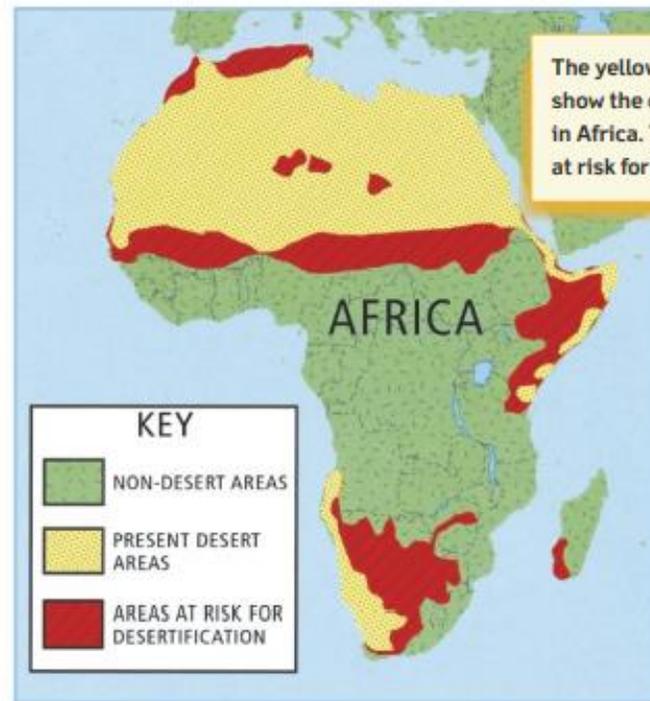
- 15 Every year, more people live on the edges of deserts. They cut down trees for fuel and farm the land. They bring animals, such as goats, to **graze** on the land. The areas surrounding deserts cannot support all the people who live in them. Humans use up lots of water. As people use the land, the soil loses its **nutrients** and becomes weak.

- 16 Most kinds of plants cannot grow in weak soil. Without plants to hold the soil in place, it can dry out and blow away in heavy winds. Dry earth can cover smaller plants and stop them from growing. Every year, more land turns into desert, and the world's deserts grow bigger. The spreading of desert edges is called **desertification**.

CLOSE READ

Analyze Text Features

Underline details in the text that the map helps to explain.



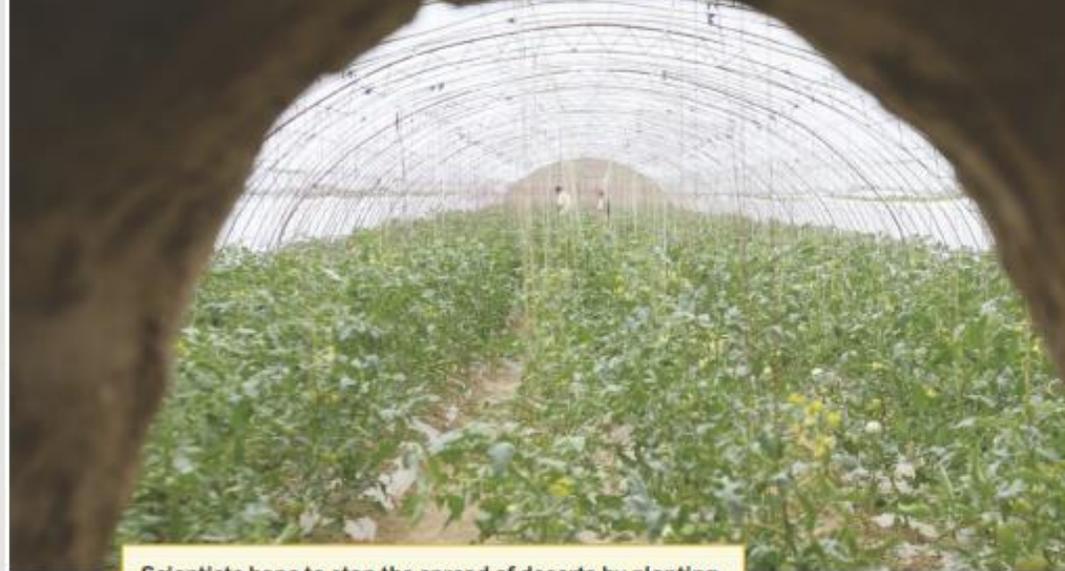
CLOSE READ

Use Text Evidence

Highlight text evidence that you could use to support an appropriate response to this question: How can pollution affect deserts and the planet?

- 17 Some people harm deserts. They have found valuable resources in the desert. Large companies mine deserts for precious metals, such as gold. Others drill for oil. Some nations test bombs and other weapons in deserts. Such use of deserts causes **pollution**, which can spread to the rest of the world. Pollution of the desert can harm the whole planet.

Desert mines cause pollution that can spread to other parts of the world.



Scientists hope to stop the spread of deserts by planting new crops and trees. They cover the plants with plastic covers that look like tunnels.

- 18 Some people, however, are trying to save deserts. **Conservation** scientists are trying to replant areas that have become desert. They build plastic covers over healthy crops, which stops plants from drying out. Some governments restrict the ways people can use the land. Other deserts are protected as national parks. Protecting deserts can help the planet.

CLOSE READ

Use Text Evidence

Highlight the detail in the text that explains why plants are covered with plastic covers.

READING WRITING bridge

Authors of informational texts use graphic features for the purpose of giving more detailed information about a topic.

Model!

Read the passage from *Living in Deserts*.

Deserts are almost everywhere in the world. You can find deserts in South America, North America, Asia, Australia, Africa, and Antarctica.

tells where

1. **Identify** The text tells me where in the world you can find deserts.
2. **Question** How does the map near paragraph 3 help me understand where deserts are on Earth?
3. **Conclude** The map shows me the location of deserts.

They live in tent-like structures called yurts, which they carry with them.

My TURN Follow the steps to analyze the text.

1. **Identify** The text tells me _____
2. **Question** How does the photograph near paragraph 6 help me understand what a yurt is? _____
3. **Conclude** The photograph shows me that _____

GRAMMAR

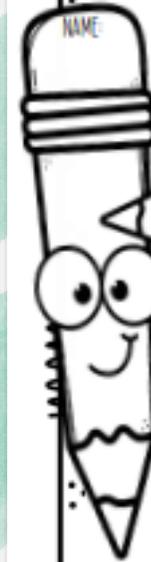
Authors use synonyms and antonyms to help a reader paint an accurate picture in their minds of what they are reading.

Synonyms words that have similar meanings

Antonyms words that have opposite meanings.

GRAMMAR skills UNIT 1 WEEK 4 SYNONYMS & ANTONYMS

Read the words below and write an antonym that matches. Antonyms are words that are opposites.



NAME _____
SYNONYMS

ANTONYMS

little

hot

fast

loud

dirty

kind

happy

GRAMMAR



Edit the sentence below and then write it correctly on the line.

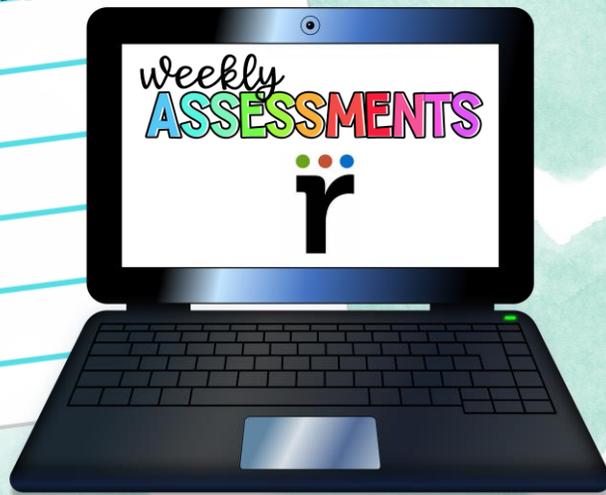
The ownar of the farm sell peeches to the school every week

Four sets of handwriting lines for editing and writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. A small black icon of a pencil and a ruler is located in the bottom right corner of the writing area.

INDEPENDENT work

Use what you learned to complete the synonyms & antonyms activity

Take the Selection Quiz online.



GRAMMAR skills UNIT 1 WEEK 4

SYNONYMS & ANTONYMS

Read the words below and write an antonym that matches. Antonyms are words that are opposites.

NAME _____

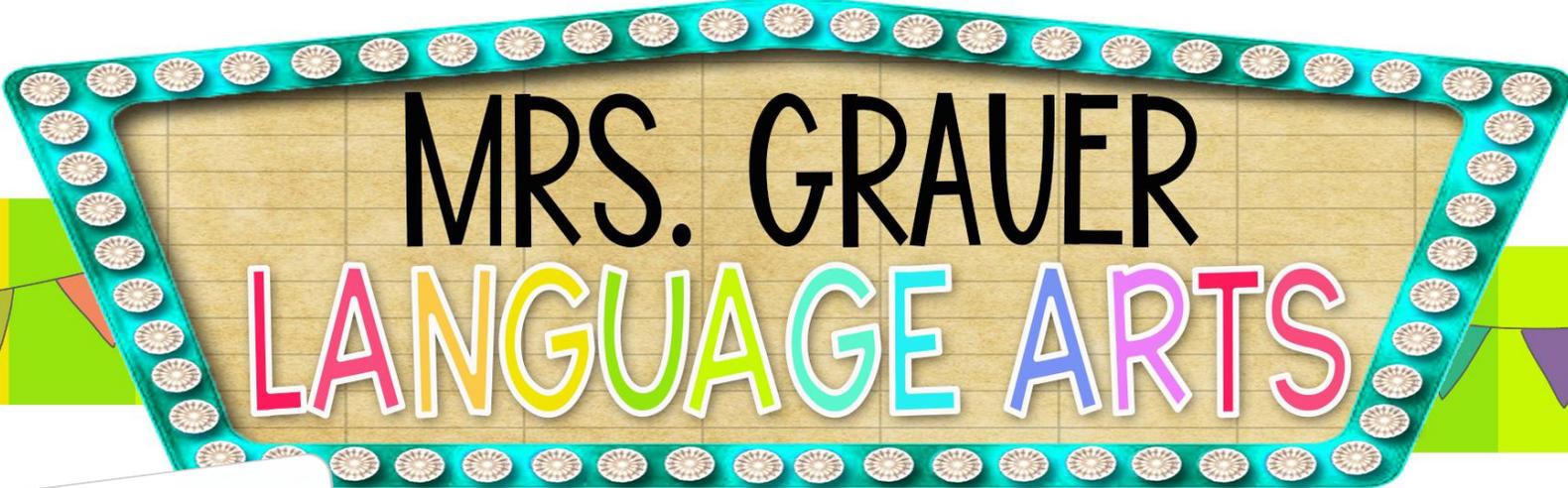
SYNONYMS		ANTONYMS
_____	little	_____
_____	hot	_____
_____	fast	_____
_____	loud	_____
_____	dirty	_____
_____	kind	_____
_____	happy	_____

SIMPLYspelled

10:30 A.M.

Pack up your
Chromebook and
supplies and line
up at the back
door to head to
Mrs. McInerney's
Class

Bye Bye



MRS. GRAUER LANGUAGE ARTS



Welcome to
class!
**COME IN.
& HAVE
A SEAT**

1. TAKE OUT
YOUR SNACK
AND ENJOY
IT!

2.
BE READY TO
LISTEN...



ENVIRONMENTALS

UNIT

one WEEK 4

CREATED BY: MARCY GRAUER

DAY 3

VOCABULARY

words

shield

lack

exposure

nomadic

landscape

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exposure: the condition of being unprotected from severe weather, such as extreme heat

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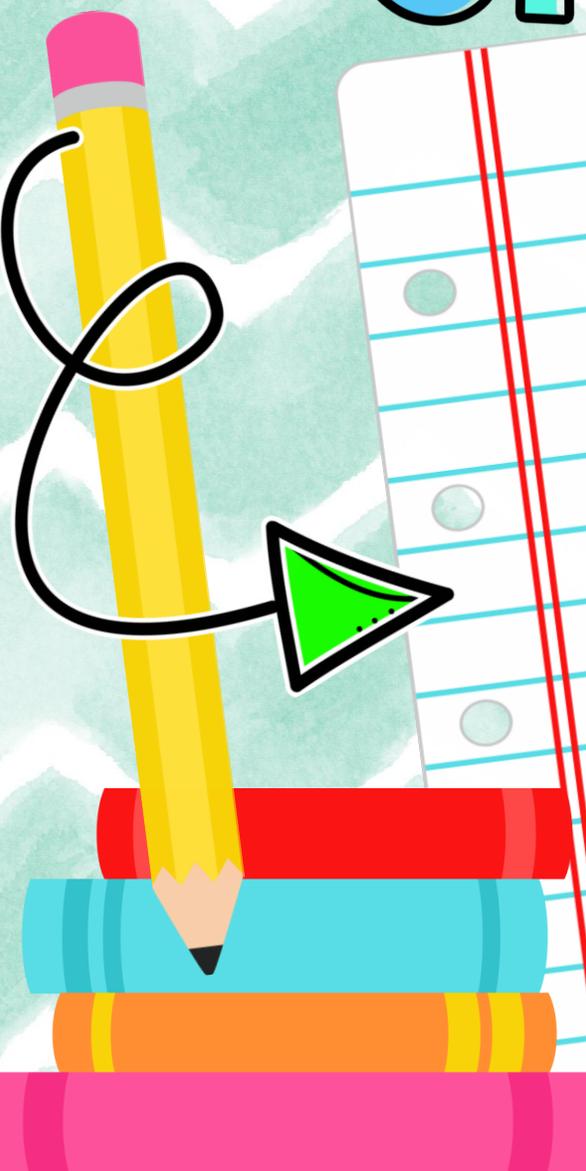
TURN & TALK

Challenge...

Can you and your partner
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vocabulary words?

SPELLING words

Let's clap the syllables for each word.

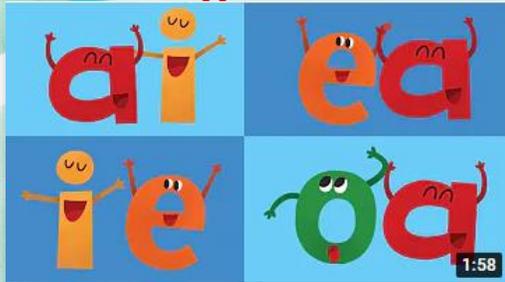


owner
peaches
asleep
display
shadow
dream

braided
charcoal
agree
maintain
voice
south

SPELLING words

Now it's your turn...



coaster freezing painter	beetle blowfish yellow	approach playground pillow	reason boating teacher	cattail crayon trailer
--------------------------------	------------------------------	----------------------------------	------------------------------	------------------------------

Sound	Digraph	Word
Long e	ee ea	beetle
Long a	ai ay	
Long o	ow oa	

INTRODUCE

the text

What creative solutions do people come up with to survive in their environment?

Be a Text feature detective and write the page numbers down where you find examples of text features.



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Genre Informational Text

Living in DESERTS

BY TEA BENDUHN



CHAPTER 1

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Underline the text feature that tells you the text will be presented in a certain order.

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- 2 A desert is an **extreme** place to live. No other place on Earth is as dry as a desert. Fewer than 10 inches (25 centimeters) of rain fall in deserts each year. The soil is dry, and rainfall can cause a **flash flood**. In the world's deserts, more people have drowned in desert rainstorms than have died from thirst.

Flash floods happen when a desert's dry ground cannot soak up water quickly.

CLOSE READ

Use Text Evidence

Highlight the detail in the text that supports what the photograph shows.



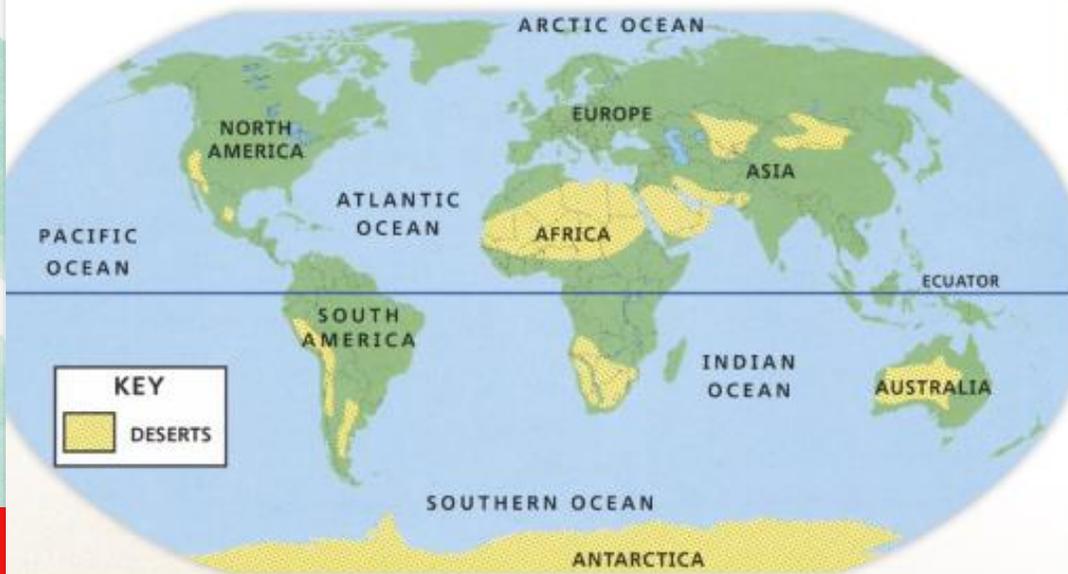
CLOSE READ

Analyze Text Features

Underline the facts in the caption and the text that the map helps you understand.

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Deserts cover about one-quarter of all land on Earth!



One of the coldest places on Earth, Antarctica, is a desert!

- 4 Many deserts are hot. There are not enough clouds to shield the ground from the Sun's heat. One of the hottest temperatures ever recorded was in Death Valley, California. The temperature reached 132° Fahrenheit (56° Celsius)! Not all deserts are hot, however. Most of Antarctica is a cold desert. Temperatures there can be as low as -128° F (-89° C). That is way below freezing!

CLOSE READ

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Underline details in the text that support the statement in the caption.

shield protect by covering

CHAPTER 2

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Use Text Evidence

Highlight the detail in the text that supports the information in the chapter title.

lack the state of not having something

exposure the condition of being unprotected from severe weather, such as extreme heat

People of the Desert

- 5 Deserts can be filled with danger. People can get **heatstroke** from extreme temperatures. Lack of water can lead to **dehydration**. Too much exposure to the Sun can cause sunburn. Some people, however, are able to live in deserts. To them, deserts are home.

- 6 For hundreds of years, people have found ways to **protect** themselves against the extreme **conditions** of deserts. They build shelters for shade during the day. They travel at night. The nomadic people of Asia's Gobi Desert move from place to place to find **resources**. They live in tent-like structures called yurts, which they carry with them.

A yurt is easy to put up, take down, and move. It will stay standing even in winds of 90 miles (145 kilometers) per hour.

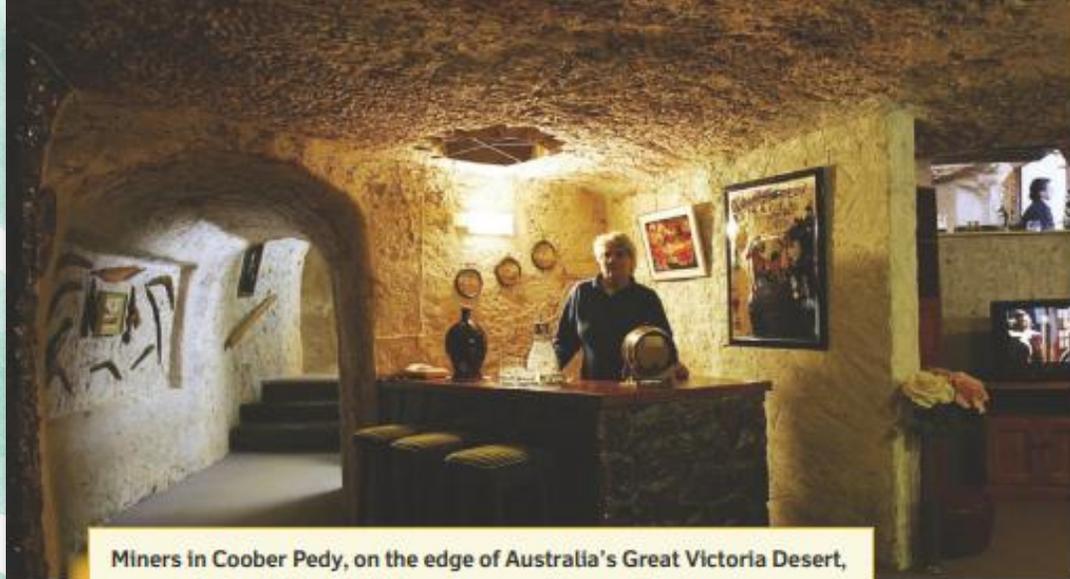
CLOSE READ

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Underline the details in the text that the photograph helps you understand.

nomadic moving around a lot





Miners in Coober Pedy, on the edge of Australia's Great Victoria Desert, escape the Sun's heat in their underground homes. The town's name means "white man in a hole."

CLOSE READ

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- 8 Long ago, the only people who lived in deserts lived **traditional** lifestyles. Today, many kinds of people live in deserts. They use modern technology to build air-conditioned buildings and to pump water into their cities. Las Vegas, Nevada, for example, is in the Mojave Desert.

Some modern cities, such as Las Vegas, are in the middle of deserts.



CLOSE READ

Analyze Text Features

Underline details in the text that give you more information about the photograph.

CHAPTER 3

CLOSE READ

Use Text Evidence

Highlight the text details that support the chapter title by telling how people find water to survive in the desert.

Living in the Desert

- 9 Harsh weather and **climate** make it hard for people to live in deserts. Over many years, people have learned ways to find enough water to survive. The San people of the Kalahari Desert, in Africa, for example, know which plants store water. They also use long **reeds** to suck up water from underground. They then store the water in ostrich eggshells.

- 10 Most people who live in deserts live near an **oasis**. An oasis has enough water to grow crops. Many people have palm trees. A fruit called a date grows on these trees. People can also grow olive trees, wheat, and other crops for food. If an oasis is big enough, people can build villages, towns, or even cities around it.

CLOSE READ

Analyze Text Features

Underline details in the caption and text that the photograph supports.

Dates grow on palm trees. People can eat them or trade them for money or other goods.





These Tuareg people live in the Sahara Desert. They cover their faces with long, flowing cloaks. Their clothes keep sand out of their eyes, hair, mouths, and skin.

CLOSE READ

Use Text Evidence

Highlight the detail in the text that helps you understand the photograph and caption.

landscape the natural features seen in a particular area

- 11 Very few plants grow in deserts. Often, deserts go on for hundreds of miles of land with no shade. Strong winds blow through the **barren** landscape. A dust storm can strike at any moment without warning. Desert people wear layers of loose-fitting clothes to protect themselves from the Sun and blowing dust.

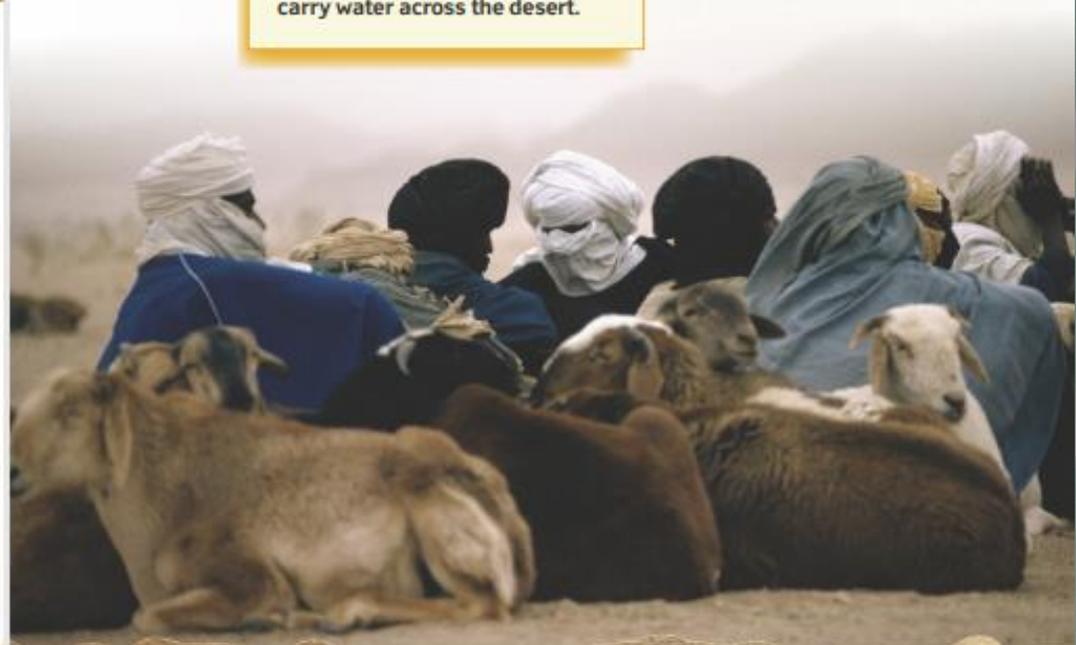
- 12 Some people who live in deserts do not stay in one place. The Tuareg people live in the Sahara Desert in Africa. For hundreds of years, they have traveled across the desert. They carried items for trade, such as gold and spices, from one side of the desert to the other.

CLOSE READ

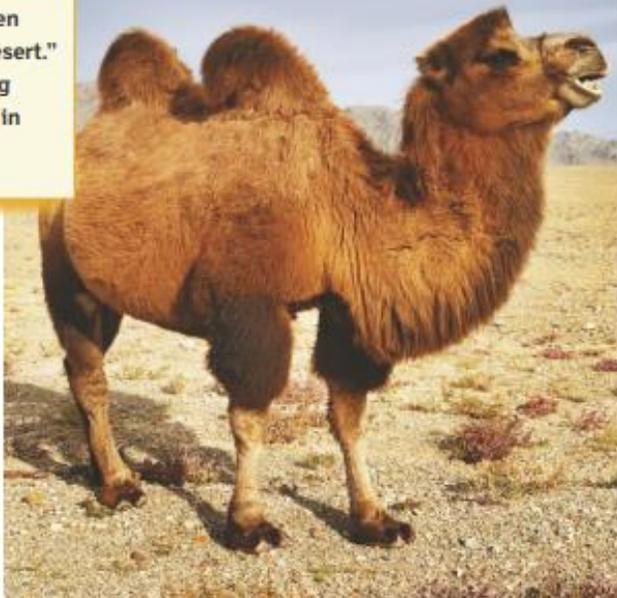
Analyze Text Features

Underline the text feature that supports your understanding of why the Tuareg people raise goats.

The Tuareg people raise goats to provide milk and meat and to carry water across the desert.



Camels have often been called "ships of the desert." They can live for a long time off the fat stored in their humps.



CLOSE READ

Vocabulary in Context

Underline the context clues in the caption and the text that help you determine the meaning of the phrase *ships of the desert*.

- 13 For hundreds of years, many people have used camels to travel through the desert. Camels are built to survive desert weather and climate. Their thick, wooly hair protects them from the hot Sun. Their wide feet stop them from sinking in the sand. They can drink 25 gallons (95 liters) of water in minutes, and they do not need to drink again for days.

- 14 Fewer than one hundred years ago, many people could not cross a desert without a camel. Today, camels are less important than they once were. People now drive cars and trucks through deserts. Deserts are easier to cross today, but you would not want to get stranded! You may not get help for a long time.

Strong winds blow sand through deserts. Blowing sand makes it hard for drivers to see the road.

CLOSE READ

Analyze Text Features

Study the photo of the car. Underline details in the text and caption that the photo helps you understand.



CHAPTER 4

CLOSE READ

Use Text Evidence

Highlight the text details that tell you how people who live in the desert today meet their needs.

People and the Desert Today

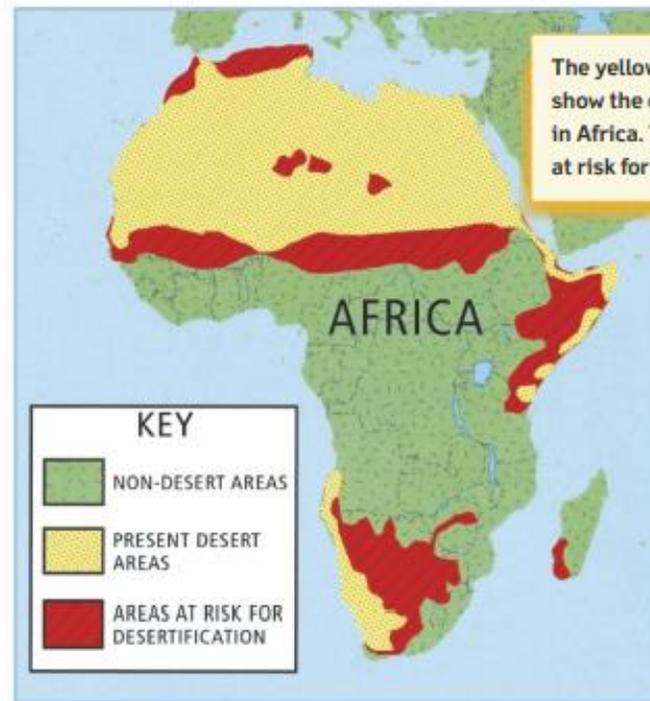
- 15 Every year, more people live on the edges of deserts. They cut down trees for fuel and farm the land. They bring animals, such as goats, to **graze** on the land. The areas surrounding deserts cannot support all the people who live in them. Humans use up lots of water. As people use the land, the soil loses its **nutrients** and becomes weak.

- 16 Most kinds of plants cannot grow in weak soil. Without plants to hold the soil in place, it can dry out and blow away in heavy winds. Dry earth can cover smaller plants and stop them from growing. Every year, more land turns into desert, and the world's deserts grow bigger. The spreading of desert edges is called **desertification**.

CLOSE READ

Analyze Text Features

Underline details in the text that the map helps to explain.



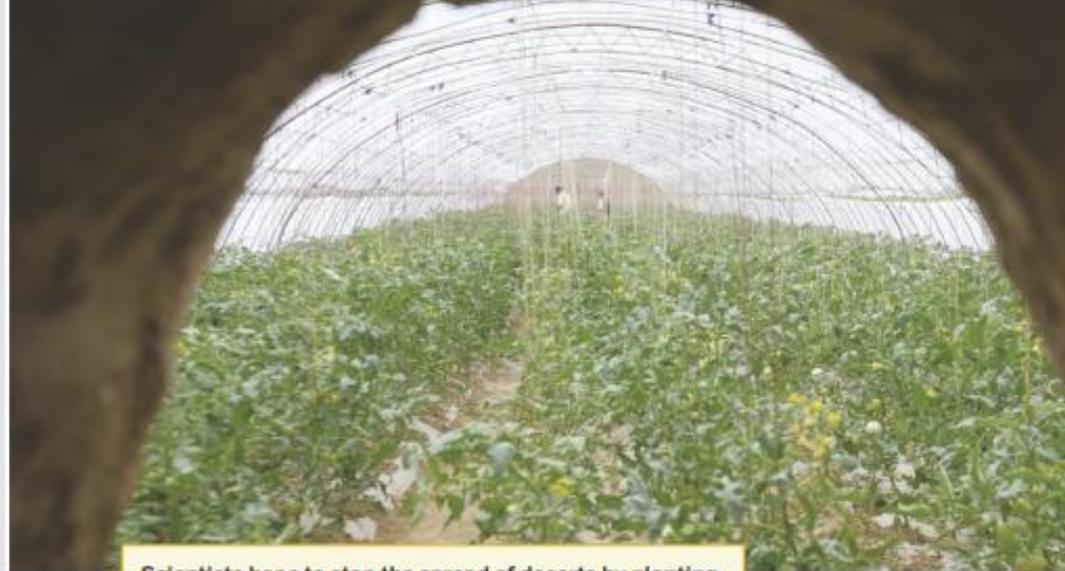
CLOSE READ

Use Text Evidence

Highlight text evidence that you could use to support an appropriate response to this question: How can pollution affect deserts and the planet?

- 17 Some people harm deserts. They have found valuable resources in the desert. Large companies mine deserts for precious metals, such as gold. Others drill for oil. Some nations test bombs and other weapons in deserts. Such use of deserts causes **pollution**, which can spread to the rest of the world. Pollution of the desert can harm the whole planet.

Desert mines cause pollution that can spread to other parts of the world.



Scientists hope to stop the spread of deserts by planting new crops and trees. They cover the plants with plastic covers that look like tunnels.

- 18 Some people, however, are trying to save deserts. **Conservation** scientists are trying to replant areas that have become desert. They build plastic covers over healthy crops, which stops plants from drying out. Some governments restrict the ways people can use the land. Other deserts are protected as national parks. Protecting deserts can help the planet.

CLOSE READ

Use Text Evidence

Highlight the detail in the text that explains why plants are covered with plastic covers.

READING WRITING bridge

Authors of informational texts use graphic features for the purpose of giving more detailed information about a topic.

Model!

Read the passage from *Living in Deserts*.

Deserts are almost everywhere in the world. You can find deserts in South America, North America, Asia, Australia, Africa, and Antarctica.

tells where

1. **Identify** The text tells me where in the world you can find deserts.
2. **Question** How does the map near paragraph 3 help me understand where deserts are on Earth?
3. **Conclude** The map shows me the location of deserts.

They live in tent-like structures called yurts, which they carry with them.

My TURN Follow the steps to analyze the text.

1. **Identify** The text tells me _____
2. **Question** How does the photograph near paragraph 6 help me understand what a yurt is? _____
3. **Conclude** The photograph shows me that _____

GRAMMAR

Authors use synonyms and antonyms to help a reader paint an accurate picture in their minds of what they are reading.

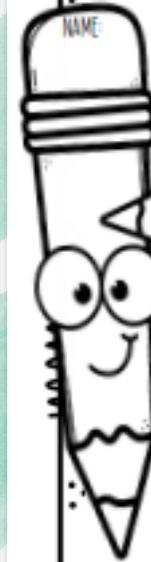
Synonyms words that have similar meanings

Antonyms words that have opposite meanings.

GRAMMAR skills UNIT 1 WEEK 4

SYNONYMS & ANTONYMS

Read the words below and write an antonym that matches. Antonyms are words that are opposites.



NAME _____

SYNONYMS

ANTONYMS

little

hot

fast

loud

dirty

kind

happy

GRAMMAR



Edit the sentence below and then write it correctly on the line.

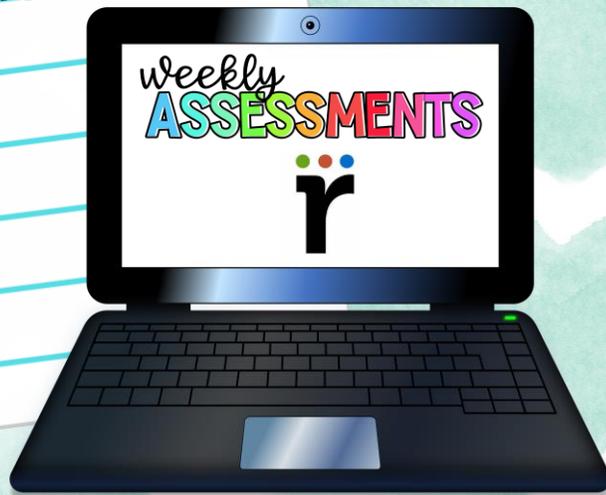
The ownar of the farm sell peeches to the school every week

Four sets of handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line. A small black icon of a pencil sharpener is located at the bottom right corner of the writing area.

INDEPENDENT work

Use what you learned to complete the synonyms & antonyms activity

Take the Selection Quiz online.



GRAMMAR skills UNIT 1 WEEK 4

SYNONYMS & ANTONYMS

Read the words below and write an antonym that matches. Antonyms are words that are opposites.

NAME _____

SYNONYMS		ANTONYMS
_____	little	_____
_____	hot	_____
_____	fast	_____
_____	loud	_____
_____	dirty	_____
_____	kind	_____
_____	happy	_____

SIMPLYspreadsheets

12:00 P.M.

12:00 Line up for special area
Head to Media

12:50 – 1:00

Read library books silently at seat

1:00 walk to cafeteria

Lunch 1:05 – 1:30

Recess 1:30 – 1:50



"We wanted to give supplies to help," Lily says. "We also wanted to educate families on preparing for a hurricane."

PAUSE AND THINK

Why might kids new to Florida be especially nervous about hurricanes?

Lifesaving Storm Kits

The first step was to gather items for the kits. Last January, the girls thought about what would be most helpful. Then Lily and her friends asked businesses to donate, or give, those items.

The kits included supplies like a water bottle and canned food. Those could come in handy if people can't get to a store to buy food after a storm. The kits also included telephone numbers to call in an emergency. There was a list

of tips about how to prepare for storms. One important tip is to bring patio furniture inside. That way it won't blow around and hurt someone.

"The flashlight helps if the power goes out," Lily says. "The activity sheets will help keep kids busy and less anxious until the storm passes."

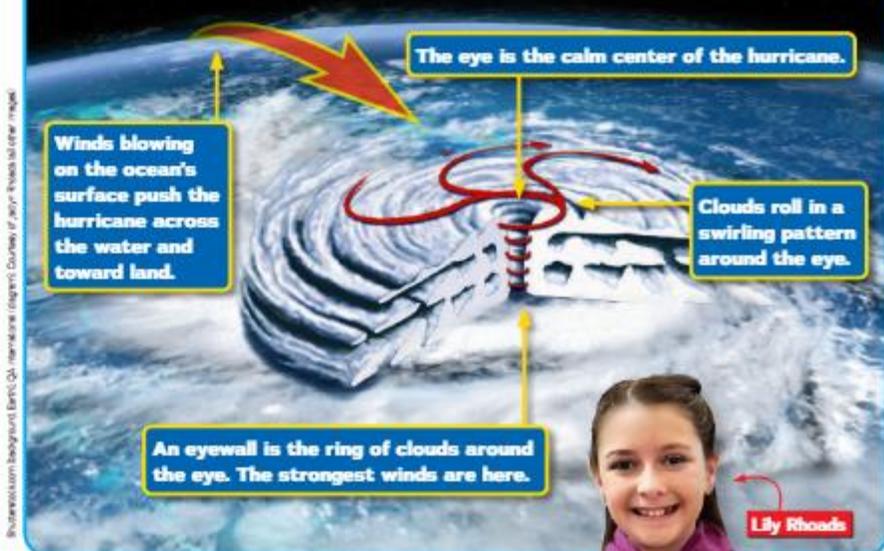
What's Next!

Last April, the girls had received enough donations to fill 50 kits. They handed them out to local families. Two months later, Troop 2059 received the Girl Scout Bronze Award for the project.

Other troops have contacted Troop 2059. They want to learn about making the kits—and to keep the project going!

Inside a Hurricane

Hurricanes form when warm air from the ocean's surface rises and meets cool air above it. This causes storm clouds, rain, and strong winds. If winds reach 74 miles per hour, the storm is called a hurricane.



How the Girls Put the Kits Together



1 After gathering donations, the troop put the items into bags.



2 Each kit had items to help in a storm, such as canned food. It won't spoil and can stay in the kit until needed.

3 The girls handed out 50 hurricane kits to local families.



History Makers
THE WRIGHT BROTHERS



A cold wind blew across a beach in Kitty Hawk, North Carolina. It was December 17, 1903. A man named Orville Wright bravely climbed aboard a small airplane. He had built it with his brother Wilbur. They called it the *Wright Flyer*.

Orville's flight lasted only 12 seconds. But it was the first time a pilot had flown a plane with an engine. The Wright brothers had just made history!



Curious Kids

Growing up in Dayton, Ohio, the Wright brothers dreamed about flying. At the time, people flew mainly in hot-air balloons and **gliders**. In 1899, Orville and Wilbur set out to build a plane with an engine.

✓ WORDS TO KNOW

gliders: light aircraft that fly without an engine

pioneers: people who begin or take part in the creation of something new

The brothers spent years trying different designs. They had several problems to solve. The pair had to figure out how to power the aircraft and lift it off the ground. They also had to figure out how a pilot could control the plane.

Soaring into the Future

In 1903, the brothers finished the *Wright Flyer*. It had two long wings covered in fabric. It also had an engine.

After their first flights in Kitty Hawk, the Wrights worked to improve their planes. In 1905, Wilbur flew 24 miles in 39 minutes.

Wilbur died in 1912. Orville lived another 36 years. He saw how his inventions inspired others to build bigger and better aircraft.

Today, it's hard to imagine a world without planes. Thanks to these

pioneers, we don't have to.

—by Alicia Green

TAKING FLIGHT

Here's a look at the day the Wright brothers made history.



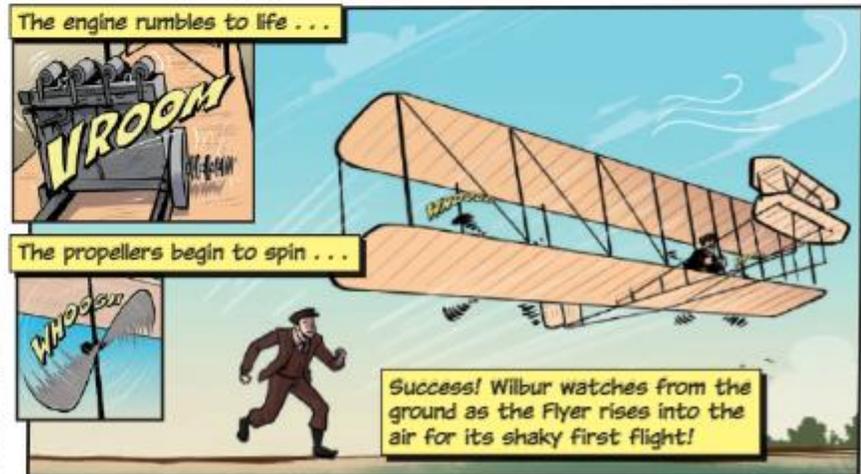
WATCH A VIDEO
Soar through the history of flight!



DECEMBER 17, 1903: Kitty Hawk, North Carolina



Orville climbs onto the lower wing of the Flyer and grasps the controls.



The engine rumbles to life . . .



The propellers begin to spin . . .



Success! Wilbur watches from the ground as the Flyer rises into the air for its shaky first flight!

Illustration by Ben Palmucci



Happy Constitution Day!

Constitution Day is September 17. On that day in 1787, America's Founders signed the Constitution. It set up the three branches of our national government. Read the chart and answer the questions.



The White House

Executive Branch

The president is part of this branch. He leads the nation and says yes or no to laws passed by Congress.



U.S. Capitol

Legislative Branch

Congress is part of this branch. It makes national laws. It's made up of the Senate and the House of Representatives.



U.S. Supreme Court

Judicial Branch

The Supreme Court is part of this branch. The nine judges on this court decide if laws go against the Constitution.

1. Which branch decides if laws go against the Constitution? _____
2. To which branch does the president belong? _____
3. Congress is made up of the House of Representatives and the _____.
4. How many judges are on the Supreme Court? _____

Hurricane Helpers

- 5. What is the author's main purpose?**
- (A) to show the damage hurricanes cause
 - (B) to describe how Girl Scouts helped people prepare for hurricanes
 - (C) to explain where the strongest winds in a hurricane are
 - (D) to list Lily's favorite items in the kits
- 6. People who are *anxious* are ____.**
- (A) happy
 - (B) ready
 - (C) worried
 - (D) calm
- 7. Which of these did Lily say could help kids stay busy and feel less anxious?**
- (A) activity sheets
 - (B) canned food
 - (C) flashlights
 - (D) storm tips

- 8. Which happened last?**

- (A) The girls put kits together.
- (B) The girls asked for donations.
- (C) The girls won the Bronze Award.
- (D) The girls handed out the kits.

The Wright Brothers

- 9. The Wright brothers made history by ____.**
- (A) flying for the longest amount of time
 - (B) building a plane with two wings
 - (C) flying a plane with an engine
 - (D) building a hot-air balloon
- 10. The *Wright Flyer* ____.**
- (A) had no engine
 - (B) was a glider
 - (C) never flew
 - (D) was built in 1903



2:30 P.M.



Pack up your
Chromebook and
supplies and line
up at the back
door to head to
Mrs. McInerney's
Class



Bye Bye

2:30 P.M.

Mrs. Grauer's Homeroom Class
Put chromebooks on cart in
number order.

Sit in dismissal spots and wait to
be called to dismiss.

***Mrs. Mcinerney will assist with
PikMyKid car dismissal process**

