

## Do You Bully?

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Think the person bullying is the big, tough kid on the playground who pushes everyone around? Could be, but it can also be the cheerleader, the student council member, or the quiet kid. A lot of times, people think that appearance defines someone who bullies, but you can't tell who bullies just by looking at them. Students who bully can be any size, age, gender or grade.



### Then what does define someone who bullies?

The answer: It's his or her BEHAVIOR. It's bullying when someone uses words or action to hurt or harm someone else and that person has a hard time defending himself or herself.

Sometimes kids who bully might think that it's cool, fun or just "no big deal," but think about it - what is cool or fun about hurting someone? Name calling, tripping someone, laughing at the person, leaving the person out, ignoring him or her on purpose-how can hurting someone possibly be "no big deal"?

If kids think about why they are bullying, they can then deal with those reasons and change their behavior. You want cool? Now that's cool.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What defines someone who bullies?

- A. his or her age
- B. his or her size
- C. his or her appearance
- D. his or her behavior

2. What does the author define and describe in this article?

- A. friendship
- B. studying
- C. bullying
- D. cooperation

3. Imagine that someone keeps calling you "a nerd." You ask the person to stop, but he or she ignores you. Based on the evidence in the text, what can you conclude about that person?

- A. That person is a bully.
- B. That person is not a bully.
- C. That person knows how to defend himself or herself.
- D. That person does not know how to defend himself or herself.

4. Imagine that someone has called you "a nerd." You ask the person to stop and explain your feelings have been hurt. He or she apologizes and never calls you a nerd again. Based on the evidence in the text, what can you conclude about that person?

- A. That person is a bully.
- B. That person is not a bully.
- C. That person knows how to defend himself or herself.
- D. That person does not know how to defend himself or herself.

Name \_\_\_\_\_

Date Day 6

## Emoji Emotions

The word emoji combines two Japanese words:  
e (picture) and moji (character).

Emojis are commonly used to add expression and emotion to electronic communications.  
Look at the emojis below. In the space provided, write the emotion that you see and describe a time when you have felt this emotion.



Emotion: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



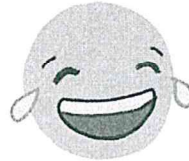
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Emotion: \_\_\_\_\_

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Emotion: \_\_\_\_\_

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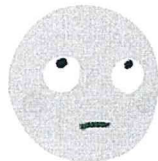
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Emotion: \_\_\_\_\_

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Emotion: \_\_\_\_\_

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Emotion: \_\_\_\_\_

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Bonus: When you've completed this exercise, compare your answers with a friend.  
Do you interpret these emoji expressions in the same way?

## Healing Paws



Cree Hayuga is at an age when most kids like to play video games or hang out with their friends. Instead, this fifth grader from Santa Fe, N.M., spends three hours each Wednesday afternoon training dogs.

She volunteers at Assistance Dogs of the West. It is one of several programs around the country that train dogs to be the eyes, ears, and hands for people with disabilities.

Cree joined the program when she was in fourth grade because she loves animals. Dogs in the program learn how to open and shut doors, turn lights on and off, throw away trash, and pick up items for people in wheelchairs. "The hardest command to teach [a dog] is the stand-stay position," Cree told *Senior Edition*. She is referring to the position in which the dog stands at its owner's side when it is not doing anything else.

Cree says that training dogs has taught her patience and responsibility. "It's really fun," she said. "The animals get really attached to you, and it's hard to say good-bye."

Although saying good-bye isn't easy, Cree knows that she has helped both the dog and its grateful owner. Cree wants to be a veterinarian when she grows up.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. The main idea of paragraph three in the passage is
  - A. Cree is in fourth grade.
  - B. Cree wants to be a veterinarian.
  - C. The dogs learn how to help people do everyday tasks.
  - D. Dogs are fun to be around.
  
2. Cree's personality is shown partly by the fact that she spends more time than the average fifth grader
  - A. training circus dogs to do tricks.
  - B. studying to become a veterinarian.
  - C. playing video games and hanging out.
  - D. doing volunteer work that helps people.
  
3. The main idea of this passage is that
  - A. dogs are hard to train.
  - B. Cree will be a veterinarian one day.
  - C. Cree is a volunteer who trains assistance dogs.
  - D. there is not enough help for people in wheelchairs.
  
4. Which of the following details supports the main idea in question three?
  - A. The hardest command to teach is the stand-stay position.
  - B. Saying good-bye isn't easy.
  - C. Cree has been doing volunteer work with dogs for a year.
  - D. Cree lives in Santa Fe, New Mexico.
  
5. Why do you think the stand/stay position is hardest for a dog to learn?



Writing Prompt:

Use the following beginning to create a story about this picture. Don't forget: setting, characters, and plot. Include dialogue and details.

The boy peered through the forest, barely making out a shape ahead. It looked like an old, abandoned house of some kind. But what lay inside became the subject of the most amazing adventure ever...

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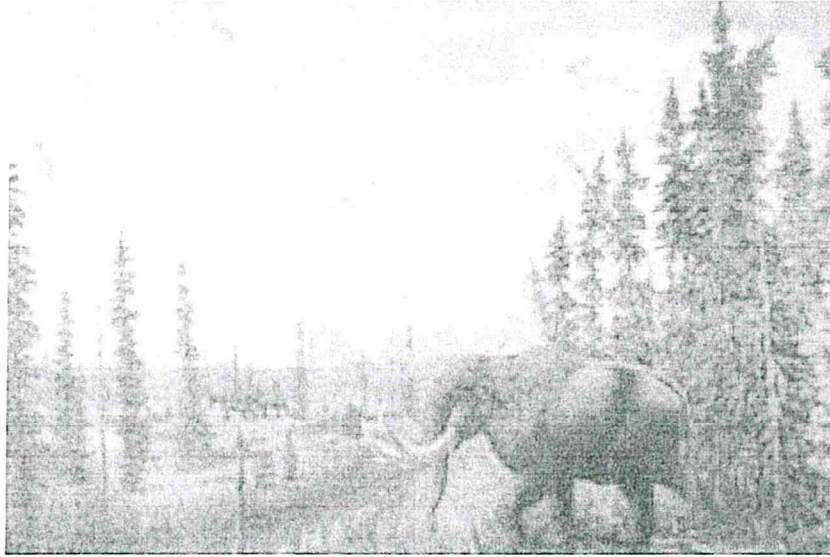
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## Mammoth Fossil Found



nrcs.usda.gov

*Woolly Mammoths walked the earth thousands of years ago.*

Roger Castillo was walking along the banks of the Guadalupe River in California with his Labrador retriever when he noticed something unusual. He had stumbled on an awfully big bone.

Castillo had watched many television shows about fossils. At first, he thought the bone was part of the rib cage of a large dinosaur. Then Castillo took a closer look. He noticed that the bones had an interesting shape. "That's when it hit me," Castillo told the *San Jose Mercury News*. "It's ivory! They're tusks!"

A few days after the find, scientists confirmed that a cluster of fossils, including the tusks, belong to a mammoth that had roamed the area between 10,000 and 40,000 years ago. Scientists also found a massive pelvic bone and rib cage fragments. The fossils are remains of a Columbian mammoth, an elephant-like creature that grazed in the grasslands around San Francisco Bay. Columbian mammoths weighed up to 10 tons and stood about 13 feet tall.

Mammoths first arrived in California from South America about 2 million years ago. Many lived in Northern California between ice ages. Columbian mammoths were cousins of the more familiar woolly mammoths. Both mysteriously disappeared.

Tens of thousands of fossil fragments-of mammoths, camels, saber-toothed cats, and other animals-have been found in the area. Scientists hope to find even more bones.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. The main idea of the passage is

- A. there may be more bones hidden under the mud in California.
- B. Roger Castillo has a kind of dog called Labrador retriever.
- C. bones of a large, prehistoric animal were found in California.
- D. the Columbian mammoth ate grass.

2. "Mammoth" as used in the title to describe the fossil means both:

- A. huge and belonging to an animal called a mammoth.
- B. woolly and Columbian.
- C. big and fierce.
- D. elephant-like and saber-toothed.

3. When Castillo says "it hit me," he means

- A. his understanding came suddenly and powerfully.
- B. his mistaken idea caused punishment.
- C. the Labrador jumped and knocked him over.
- D. the bone bounced up at him.

4. The detail that does *not* contribute to the main idea of this passage is:

- A. fossils from camels have been found in California.
- B. the mammoth lived 10,000 to 40,000 years ago.
- C. Castillo thought he found a bone of a large dinosaur's rib cage.
- D. Columbian mammoths were cousins of the woolly mammoths.

5. What details support the main idea of the passage?



Name: \_\_\_\_\_

## Using Apostrophes to Show Possession

An **apostrophe** is used to show possession (something belongs to someone). The most common way it is used is in the apostrophe + s combination on the end of a person's name.

### Examples:

The cat belongs to Susan. It is **Susan's** cat. The dog belongs to Dennis. It is **Dennis's** dog.

Read the first sentence. Finish the second sentence using the possessive apostrophe + s.

- The lunch belongs to Bob. \_\_\_\_\_ It is Bob's lunch. \_\_\_\_\_
- The pencil belongs to Dave. It is \_\_\_\_\_
- The game belongs to Lisa. It is \_\_\_\_\_
- The folder belongs to Ann. It is \_\_\_\_\_
- The shoes belong to Jill. They are \_\_\_\_\_

Apostrophes for possessives are not just for proper nouns, but they are also used for other nouns. Read the first sentence. Finish the second sentence using the possessive apostrophe + s.

- The milk belongs to the cow. It is \_\_\_\_\_
- The report belongs to a student. It is \_\_\_\_\_
- The pen belongs to my cousin. It is \_\_\_\_\_
- The book belongs to the library. It is \_\_\_\_\_
- The desk belongs to the school. It is \_\_\_\_\_

Rewrite each of the following sentences using the possessive form of the noun that is underlined.

### Example:

We drove to the movies in the car that belongs to my aunt. We drove to the movies in my aunt's car.

- The dog that belongs to Bella is a not a poodle. \_\_\_\_\_
- The bricks that are a part of our house are red and white. \_\_\_\_\_
- The seats in the theater are comfortable. \_\_\_\_\_
- We brought a picnic basket of goodies made by Mrs. Finch. \_\_\_\_\_
- The teacher kept the windows of the classroom closed. \_\_\_\_\_

# The New Colossus

by Emma Lazarus

Not like the brazen giant of Greek fame,  
With conquering limbs astride from land to land;  
Here at our sea-washed, sunset gates shall stand  
A mighty woman with a torch, whose flame  
Is the imprisoned lightning, and her name 5  
Mother of Exiles. From her beacon-hand  
Glow world-wide welcome; her mild eyes command  
The air-bridged harbor that twin cities frame.  
"Keep, ancient lands, your storied pomp!" cries she  
With silent lips. "Give me your tired, your poor, 10  
Your huddled masses yearning to breathe free,  
The wretched refuse of your teeming shore.  
Send these, the homeless, tempest-tost to me,  
I lift my lamp beside the golden door!"

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Who or what shall stand "at our sea-washed, sunset gates"?

- A. a mighty woman with a torch
- B. a huddled mass yearning to breathe free
- C. a homeless, tempest-tost person
- D. an air-bridged harbor

2. What structural elements can be found in the poem?

- A. stanzas and rhythm
- B. rhyme and rhythm
- C. rhyme and stanzas
- D. rhyme and parentheses

3. The Mother of Exiles stands near an entrance.

What lines from the poem support this conclusion?

- A. lines 1 and 2
- B. lines 3 and 14
- C. lines 5 and 8
- D. lines 9 and 12

4. What is the attitude of the Mother of Exiles toward poor people around the world?

- A. silly and childish
- B. kind and welcoming
- C. strict and businesslike
- D. impatient and unfriendly

5. What is the theme of the poem?

- A. There is a place in the world where people who need shelter can find it.
- B. Homelessness is a serious problem in Greece, and more should be done to address it.
- C. Ancient lands are full of people who enjoy visiting different countries around the world.
- D. Greek giants are more powerful than mighty women with torches of lightning.

6. Read these lines from the poem:

. . . From her beacon-hand

Glows world-wide welcome; her mild eyes command

The air-bridged harbor that twin cities frame.

What words here show that the Mother of Exiles is both gentle and powerful?

- A. "mild" and "command"
- B. "air" and "bridged"
- C. "harbor" and "cities"
- D. "twin" and "frame"

7. Read these lines from the poem:

"Keep, ancient lands, your storied pomp!" cries she

With silent lips. "Give me your tired, your poor,

Your huddled masses yearning to breathe free,

The wretched refuse of your teeming shore.

Send these, the homeless, tempest-tost to me,

I lift my lamp beside the golden door!"

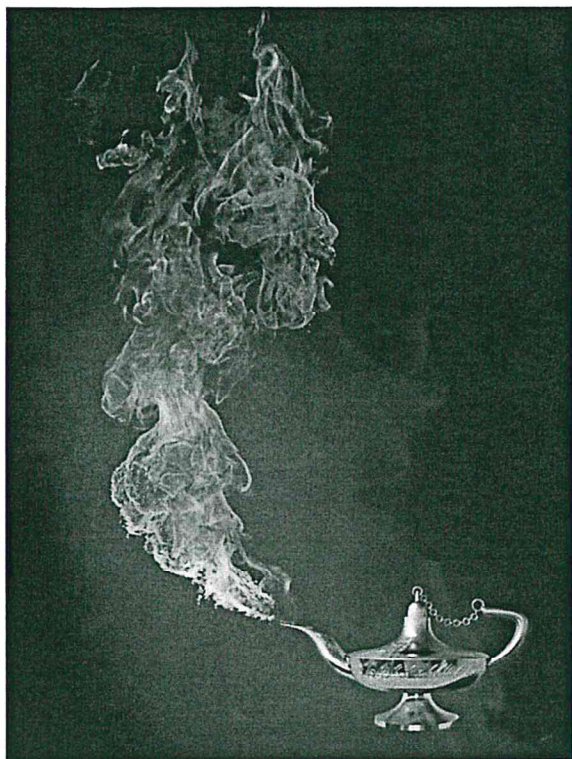
Whom or what is the Mother of Exiles addressing in these lines?

- A. "ancient lands" (line 9)
- B. "storied pomp" (line 9)
- C. "huddled masses" (line 11)
- D. "wretched refuse" (line 12)

8. What does the Mother of Exiles ask be sent to her?

9. What information in the poem supports the description of the Mother of Exiles as "mighty"?

10. One meaning of "colossus" is "a statue of great size." Whom or what in this poem does the title refer to? Support your answer with evidence from the text.



Writing Prompt:

Finish the story, continue with the beginning, and add a middle and an end.

Although the genie lamp had brought her nothing but trouble, \_\_\_\_\_knew she had to make one more wish.

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# The Echoing Green

by William Blake

The sun does arise,  
And make happy the skies;  
The merry bells ring  
To welcome the Spring;  
The skylark and thrush, 5  
The birds of the bush,  
Sing louder around  
To the bells' cheerful sound;  
While our sports shall be seen  
On the echoing Green. 10

Old John, with white hair,  
Does laugh away care,  
Sitting under the oak,  
Among the old folk.  
They laugh at our play, 15  
And soon they all say,  
"Such, such were the joys  
When we all--girls and boys--  
In our youth-time were seen  
On the echoing Green." 20

Till the little ones, weary,  
No more can be merry:  
The sun does descend,  
And our sports have an end.  
Round the laps of their mothers 25  
Many sisters and brothers,  
Like birds in their nest,  
Are ready for rest,  
And sport no more seen  
On the darkening green. 30

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What arises at the beginning of the poem and descends at the end?

- A. the sun
- B. a bell
- C. a bird
- D. an oak tree

2. What is the setting of this poem?

- A. the nest of a bird
- B. a bush where birds live
- C. the echoing Green
- D. the home of Old John

3. Reread the second stanza of the poem:

Old John, with white hair,

Does laugh away care,

Sitting under the oak,

Among the old folk.

They laugh at our play,

And soon they all say,

"Such, such were the joys

When we all--girls and boys--

In our youth-time were seen

On the echoing Green."

What can you infer from this stanza about Old John?

- A. Old John spends most of his time worrying.
- B. Old John used to play on the echoing Green.
- C. Old John likes being an old man more than he liked being a boy.
- D. Old John does not get along well with the other old folk.

4. Who or what are "the little ones" in line 21?

- A. young birds
- B. boys and girls
- C. mothers
- D. old folk



5. What is the theme of this poem?

- A. the disappointments of old age
- B. the importance of hard work
- C. the power of dreams
- D. the joy of playing outdoors

6. What is the effect of using personification in lines 2 and 4?

- A. Personification suggests that nature can be dangerous.
- B. Personification contrasts birds with human beings.
- C. Personification explains the difference between skylarks and thrushes.
- D. Personification creates a mood of happiness.

7. Whom does "our" refer to in line 15?

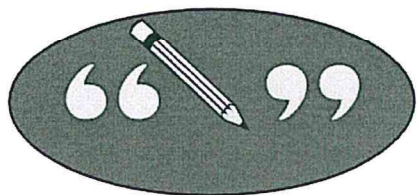
- A. the old folks sitting together under an oak tree
- B. the people who ring merry bells to welcome the spring
- C. the boys and girls playing on the echoing Green
- D. the mothers around whose laps many sisters and brothers gather

8. What "shall be seen" on the echoing Green?

9. Define the word "sports" as it is used in the poem. Support your definition with evidence from the text.

10. What is the echoing Green? Be sure to explain what the echoing Green actually is, not what takes place there. Support your answer with evidence from the poem.

Name: \_\_\_\_\_



## Add the Quotation Marks

Below are sentences with direct quotations. Rewrite each sentence, adding the quotation marks before and after the quotation.

1) Phillip said, I think we're going to the movies.

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2) My vote goes to Belinda, said George.

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3) Robert asked, What time is it?

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4) Let's each lunch, said Denise, I'm hungry.

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5) I never met a man I didn't like, said Will Rogers.

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6) I like your shoes, exclaimed Carrie, where did you get them?

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7) Thank you for the nice present! said Emma.

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8) Liam asked Wesley, Do you want to come with us?

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