

# March 17-March 31 Learning Packet

Room 207 – (Grade 8) – Ms. Barnett

Students (4)

1. Everionna Jarrett
2. Robert Johnson
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4. Coreion Cornell

Activity	Content Area
Find the Cause and Effect	ELA (Reading)
Point of View: Who is Telling the Story	ELA (Reading)
Simile, Metaphor or Personification	ELA (Reading)
Fact and Opinion – Switch It Up	ELA (Reading)
Reading Inferences: Who's Who?	ELA (Reading)
The Foods We Eat	ELA (Reading)
What Doesn't Belong	ELA (Reading)
Introducing a Topic: Telling a Story	ELA (Writing)
Cursive Writing	ELA (Writing)
Reflect the Triangles	Mathematics
Scientific Notation With positive Powers of 10 pg. 39	Mathematics
Writing a Number in Scientific Notation pg. 40	Mathematics
Writing a Number in Standard Notation pg. 41	Mathematics
Guided Practice pg. 42	Mathematics
Independent Practice pg. 43	Mathematics
Scientific Notation with Negative Powers of 10 pg. 45	Mathematics
Writing a number in Scientific Notation pg.46	Mathematics
Writing a Number in Standard Notation pg.47	Mathematics
Guided Practice pg. 48	Mathematics
Independent Practice pg. 49	Mathematics
Are you Ready pg. 92	Mathematics
Are you Ready pg. 150	Mathematics

\*Students can work on Khan Academy- Assignments are updated

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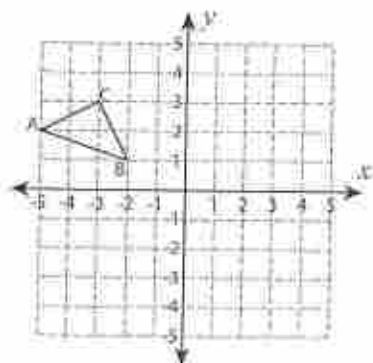
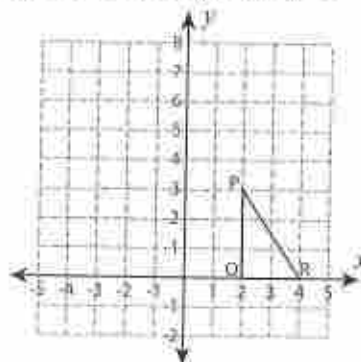
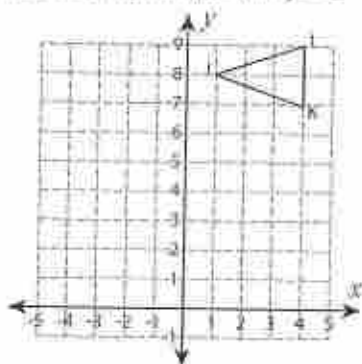
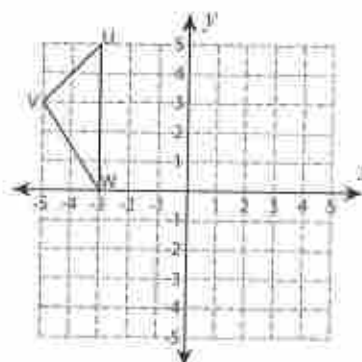
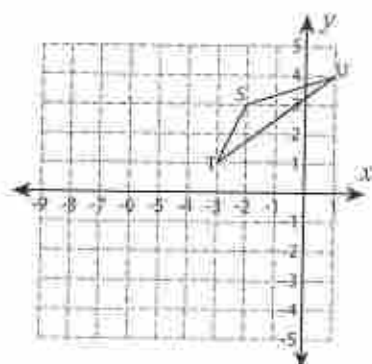
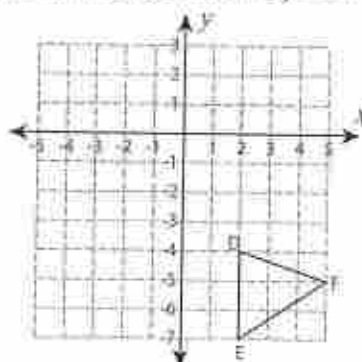
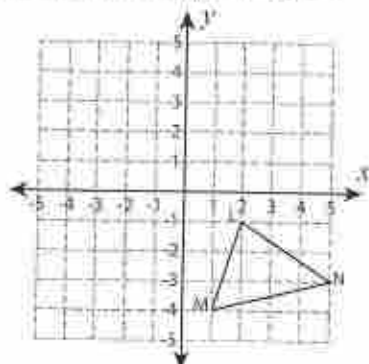
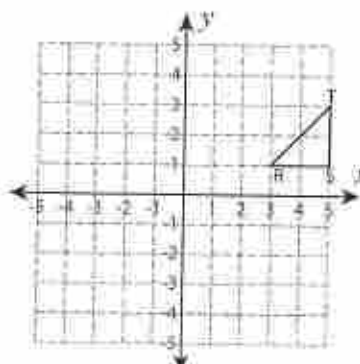
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Score : \_\_\_\_\_

## Reflect the Triangles

Sheet 1

Graph the image of each triangle after the given reflection.

1) Reflection across the line  $x = -2$ 2) Reflection across the line  $y = 4$ 3) Reflection across the line  $y = 5$ 4) Reflection across the line  $x = -1$ 5) Reflection across the line  $x = -4$ 6) Reflection across the line  $y = -2$ 7) Reflection across the line  $y = x$ 8) Reflection across the line  $x = 3$ 

# Scientific Notation with Positive Powers of 10

Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, . . .



## ESSENTIAL QUESTION

How can you use scientific notation to express very large quantities?

## EXPLORE ACTIVITY



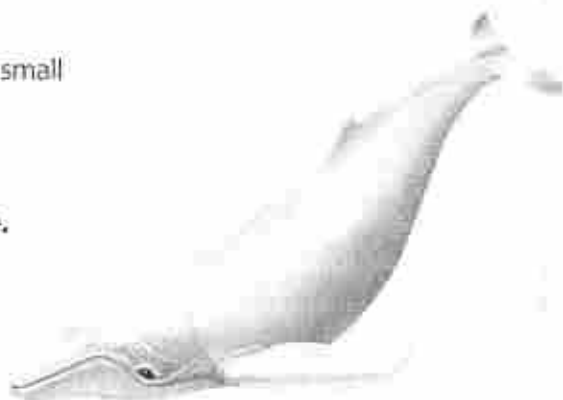
COMMON CORE 8.EE.3

## Using Scientific Notation

**Scientific notation** is a method of expressing very large and very small numbers as a product of a number greater than or equal to 1 and less than 10, and a power of 10.

The weights of various sea creatures are shown in the table. Write the weight of the blue whale in scientific notation.

Sea Creature	Blue whale	Gray whale	Whale shark
Weight (lb)	250,000	68,000	41,200



- A** Move the decimal point in 250,000 to the left as many places as necessary to find a number that is greater than or equal to 1 and less than 10.

What number did you find? \_\_\_\_\_

- B** Divide 250,000 by your answer to **A**. Write your answer as a power of 10.

\_\_\_\_\_

- C** Combine your answers to **A** and **B** to represent 250,000.

$$250,000 = \boxed{\phantom{000}} \times 10^{\boxed{\phantom{000}}}$$

Repeat steps **A** through **C** to write the weight of the whale shark in scientific notation.

$$41,200 = \boxed{\phantom{000}} \times 10^{\boxed{\phantom{000}}}$$

## Reflect

- How many places to the left did you move the decimal point to write 41,200 in scientific notation? \_\_\_\_\_
- What is the exponent on 10 when you write 41,200 in scientific notation?  
\_\_\_\_\_



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## Writing a Number in Scientific Notation

To translate between standard notation and scientific notation, you can count the number of places the decimal point moves.

### Writing Large Quantities in Scientific Notation

When the number is greater than or equal to 10, use a positive exponent.

$$84,000 = 8.4 \times 10^4$$

The decimal point moves 4 places to the left.

### EXAMPLE 1



COMMON CORE 8.EE.3

The distance from Earth to the Sun is about 93,000,000 miles. Write this distance in scientific notation.

### Math Talk

Mathematical Practices

Is  $12 \times 10^7$  written in scientific notation? Explain.

**STEP 1** Move the decimal point in 93,000,000 to the left until you have a number that is greater than or equal to 1 and less than 10.

$$93,000,000.$$

Move the decimal point 7 places to the left.

$$9.3$$

Remove extra zeros.

**STEP 2** Divide the original number by the result from Step 1.

$$10,000,000$$

Divide 93,000,000 by 9.3.

$$10^7$$

Write your answer as a power of 10.

**STEP 3** Write the product of the results from Steps 1 and 2.

$$93,000,000 = 9.3 \times 10^7 \text{ miles}$$

Write a product to represent 93,000,000 in scientific notation.

### YOUR TURN

Write each number in scientific notation.

3. 6,400

4. 570,000,000,000

5. A light-year is the distance that light travels in a year and is equivalent to 9,461,000,000,000 km. Write this distance in scientific notation.



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## Writing a Number in Standard Notation

To translate between scientific notation and standard notation, move the decimal point the number of places indicated by the exponent in the power of 10. When the exponent is positive, move the decimal point to the right and add placeholder zeros as needed.



### EXAMPLE 2

COMMON CORE 8.EE.3

Write  $3.5 \times 10^6$  in standard notation.

**STEP 1** Use the exponent of the power of 10 to see how many places to move the decimal point. 6 places

**STEP 2** Place the decimal point. Since you are going to write a number greater than 3.5, move the decimal point to the *right*. Add placeholder zeros if necessary.  $3.500000$

The number  $3.5 \times 10^6$  written in standard notation is 3,500,000.

### Reflect

6. Explain why the exponent in  $3.5 \times 10^6$  is 6, while there are only 5 zeros in 3,500,000.

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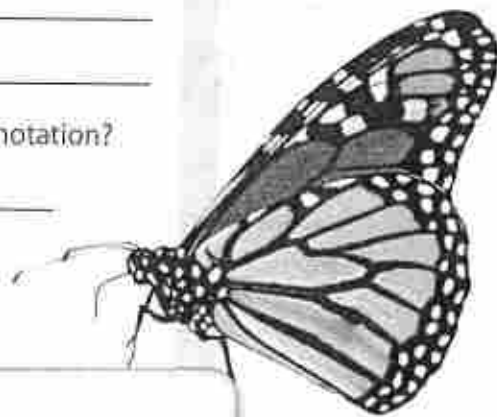
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7. What is the exponent on 10 when you write 5.3 in scientific notation?

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### YOUR TURN

Write each number in standard notation.

8.  $7.034 \times 10^9$

---

9.  $2.36 \times 10^5$

---

10. The mass of one roosting colony of Monarch butterflies in Mexico was estimated at  $5 \times 10^6$  grams. Write this mass in standard notation.

---



Write each number in scientific notation. (Explore Activity and Example 1)

1. 58,927

Hint: Move the decimal left 4 places.

\_\_\_\_\_

2. 1,304,000,000

Hint: Move the decimal left 9 places.

\_\_\_\_\_

3. 6,730,000

\_\_\_\_\_

4. 13,300

\_\_\_\_\_

5. An ordinary quarter contains about 97,700,000,000,000,000,000 atoms.

\_\_\_\_\_

6. The distance from Earth to the Moon is about 384,000 kilometers.

\_\_\_\_\_

Write each number in standard notation. (Example 2)

7.  $4 \times 10^5$

Hint: Move the decimal right 5 places.

\_\_\_\_\_

8.  $1.8499 \times 10^9$

Hint: Move the decimal right 9 places.

\_\_\_\_\_

9.  $6.41 \times 10^3$

\_\_\_\_\_

10.  $8.456 \times 10^7$

\_\_\_\_\_

11.  $8 \times 10^5$

\_\_\_\_\_

12.  $9 \times 10^{10}$

\_\_\_\_\_

13. Diana calculated that she spent about  $5.4 \times 10^6$  seconds doing her math homework during October. Write this time in standard notation. (Example 2)

\_\_\_\_\_

14. The town recycled  $7.6 \times 10^6$  cans this year. Write the number of cans in standard notation. (Example 2)

\_\_\_\_\_



### ESSENTIAL QUESTION CHECK-IN

15. Describe how to write 3,482,000,000 in scientific notation.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 2.2 Independent Practice

COMMON CORE 8.EE.3



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**Paleontology** Use the table for problems 16–21. Write the estimated weight of each dinosaur in scientific notation.

Estimated Weight of Dinosaurs	
Name	Pounds
<i>Argentinosaurus</i>	220,000
<i>Brachiosaurus</i>	100,000
<i>Apatosaurus</i>	66,000
<i>Diplodocus</i>	50,000
<i>Camarasaurus</i>	40,000
<i>Cetiosauriscus</i>	19,850

16. *Apatosaurus* \_\_\_\_\_

17. *Argentinosaurus* \_\_\_\_\_

18. *Brachiosaurus* \_\_\_\_\_

19. *Camarasaurus* \_\_\_\_\_

20. *Cetiosauriscus* \_\_\_\_\_

21. *Diplodocus* \_\_\_\_\_

22. A single little brown bat can eat up to 1,000 mosquitoes in a single hour. Express in scientific notation how many mosquitoes a little brown bat might eat in 10.5 hours.

\_\_\_\_\_

23. **Multistep** Samuel can type nearly 40 words per minute. Use this information to find the number of hours it would take him to type  $2.6 \times 10^5$  words.

\_\_\_\_\_

\_\_\_\_\_

24. **Entomology** A tropical species of mite named *Archegozetes longisetosus* is the record holder for the strongest insect in the world. It can lift up to  $1.182 \times 10^3$  times its own weight.

a. If you were as strong as this insect, explain how you could find how many pounds you could lift.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. Complete the calculation to find how much you could lift, in pounds, if you were as strong as an *Archegozetes longisetosus* mite. Express your answer in both scientific notation and standard notation.

\_\_\_\_\_

\_\_\_\_\_

25. During a discussion in science class, Sharon learns that at birth an elephant weighs around 230 pounds. In four herds of elephants tracked by conservationists, about 20 calves were born during the summer. In scientific notation, express approximately how much the calves weighed all together.

\_\_\_\_\_

26. **Classifying Numbers** Which of the following numbers are written in scientific notation?

$0.641 \times 10^3$        $9.999 \times 10^4$

$2 \times 10^1$        $4.38 \times 5^{10}$

\_\_\_\_\_

# Scientific Notation with Negative Powers of 10

Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities. ....



## ESSENTIAL QUESTION

How can you use scientific notation to express very small quantities?

### EXPLORE ACTIVITY



## Negative Powers of 10

You can use what you know about writing very large numbers in scientific notation to write very small numbers in scientific notation.

A typical human hair has a diameter of 0.000025 meter. Write this number in scientific notation.

**A** Notice how the decimal point moves in the list below. Complete the list.

$2.345 \times 10^0 = 2.345$	<i>It moves one place to the right with each increasing power of 10.</i>	$2.345 \times 10^1 = 23.45$	<i>It moves one place to the left with each decreasing power of 10.</i>
$2.345 \times 10^2 = 234.5$		$2.345 \times 10^{-1} = 0.2345$	
$2.345 \times 10^3 = 2,345$		$2.345 \times 10^{-2} = 0.02345$	
$2.345 \times 10^{\square} = 23,450$		$2.345 \times 10^{\square} = 0.002345$	

**B** Move the decimal point in 0.000025 to the right as many places as necessary to find a number that is greater than or equal to 1 and less than 10. What number did you find? \_\_\_\_\_

**C** Divide 0.000025 by your answer to **B**. \_\_\_\_\_  
Write your answer as a power of 10. \_\_\_\_\_

**D** Combine your answers to **B** and **C** to represent 0.000025 in scientific notation. \_\_\_\_\_

### Reflect

- When you move the decimal point, how can you know whether you are increasing or decreasing the number?  
\_\_\_\_\_
- Explain how the two steps of moving the decimal and multiplying by a power of 10 leave the value of the original number unchanged.  
\_\_\_\_\_





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## Writing a Number in Scientific Notation

To write a number less than 1 in scientific notation, move the decimal point right and use a negative exponent.

### Writing Small Quantities in Scientific Notation

When the number is between 0 and 1, use a negative exponent.

$$0.0783 = 7.83 \times 10^{-2}$$

The decimal point moves 2 places to the right.

### EXAMPLE 1



COMMON CORE 8.EE.3

The average size of an atom is about 0.00000003 centimeter across. Write the average size of an atom in scientific notation.

Move the decimal point as many places as necessary to find a number that is greater than or equal to 1 and less than 10.

**STEP 1** Place the decimal point. 3.0

**STEP 2** Count the number of places you moved the decimal point. 8

**STEP 3** Multiply 3.0 times a power of 10.  $3.0 \times 10^{-8}$

Since 0.00000003 is less than 1, you moved the decimal point to the right and the exponent on 10 is negative.

The average size of an atom in scientific notation is  $3.0 \times 10^{-8}$ .

### Reflect

3. **Critical Thinking** When you write a number that is less than 1 in scientific notation, how does the power of 10 differ from when you write a number greater than 1 in scientific notation?

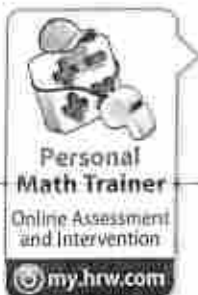
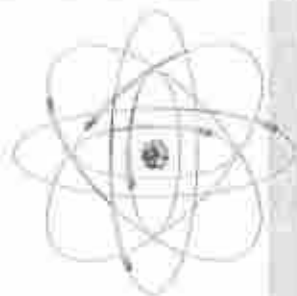
### YOUR TURN

Write each number in scientific notation.

4. 0.0000829

5. 0.000000302

6. A typical red blood cell in human blood has a diameter of approximately 0.000007 meter. Write this diameter in scientific notation.



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## Guided Practice

Write each number in scientific notation. (Explore Activity and Example 1)

1. 0.000487

Hint: Move the decimal right 4 places.

\_\_\_\_\_

2. 0.000028

Hint: Move the decimal right 5 places.

\_\_\_\_\_

3. 0.000059

\_\_\_\_\_

4. 0.0417

\_\_\_\_\_

5. Picoplankton can be as small as 0.00002 centimeter.

\_\_\_\_\_

6. The average mass of a grain of sand on a beach is about 0.000015 gram.

\_\_\_\_\_

Write each number in standard notation. (Example 2)

7.  $2 \times 10^{-5}$

Hint: Move the decimal left 5 places.

\_\_\_\_\_

8.  $3.582 \times 10^{-6}$

Hint: Move the decimal left 6 places.

\_\_\_\_\_

9.  $8.3 \times 10^{-4}$

\_\_\_\_\_

10.  $2.97 \times 10^{-2}$

\_\_\_\_\_

11.  $9.06 \times 10^{-3}$

\_\_\_\_\_

12.  $4 \times 10^{-5}$

\_\_\_\_\_

13. The average length of a dust mite is approximately 0.0001 meter. Write this number in scientific notation. (Example 1)

\_\_\_\_\_

14. The mass of a proton is about  $1.7 \times 10^{-24}$  gram. Write this number in standard notation. (Example 2)

\_\_\_\_\_



### ESSENTIAL QUESTION CHECK-IN

15. Describe how to write 0.0000672 in scientific notation.

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

# 8 Writing a Number in Standard Notation

To translate between scientific notation and standard notation with very small numbers, you can move the decimal point the number of places indicated by the exponent on the power of 10. When the exponent is negative, move the decimal point to the left.



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## EXAMPLE 2



COMMON CORE 8.EE.3

Platelets are one component of human blood. A typical platelet has a diameter of approximately  $2.33 \times 10^{-6}$  meter. Write  $2.33 \times 10^{-6}$  in standard notation.

**STEP 1** Use the exponent of the power of 10 to see how many places to move the decimal point. 6 places

**STEP 2** Place the decimal point. Since you are going to write a number less than 2.33, move the decimal point to the left. Add placeholder zeros if necessary. 0.00000233

The number  $2.33 \times 10^{-6}$  in standard notation is 0.00000233.

### Math Talk

#### Mathematical Practices

Describe the two factors that multiply together to form a number written in scientific notation.

### Reflect

7. **Justify Reasoning** Explain whether  $0.9 \times 10^{-5}$  is written in scientific notation. If not, write the number correctly in scientific notation.

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8. Which number is larger,  $2 \times 10^{-3}$  or  $3 \times 10^{-2}$ ? Explain.

---

### YOUR TURN

Write each number in standard notation.

9.  $1.045 \times 10^{-6}$

10.  $9.9 \times 10^{-5}$

---

11. Jeremy measured the length of an ant as  $1 \times 10^{-7}$  meter. Write this length in standard notation.

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## 2.3 Independent Practice

COMMON CORE 8.EE.3



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Use the table for problems 16–21. Write the diameter of the fibers in scientific notation.

Average Diameter of Natural Fibers	
Animal	Fiber Diameter (cm)
Vicuña	0.0008
Angora rabbit	0.0013
Alpaca	0.00277
Angora goat	0.0045
Llama	0.0035
Orb web spider	0.015

16. Alpaca

\_\_\_\_\_

17. Angora rabbit

\_\_\_\_\_

18. Llama

\_\_\_\_\_

19. Angora goat

\_\_\_\_\_

20. Orb web spider

\_\_\_\_\_

21. Vicuña

\_\_\_\_\_

22. **Make a Conjecture** Which measurement would be least likely to be written in scientific notation: the thickness of a dog hair, the radius of a period on this page, the ounces in a cup of milk? Explain your reasoning.

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

23. **Multiple Representations** Convert the length 7 centimeters to meters. Compare the numerical values when both numbers are written in scientific notation.

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

24. **Draw Conclusions** A graphing calculator displays  $1.89 \times 10^{12}$  as  $1.89E12$ . How do you think it would display  $1.89 \times 10^{-12}$ ? What does the E stand for?

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

25. **Communicate Mathematical Ideas** When a number is written in scientific notation, how can you tell right away whether or not it is greater than or equal to 1?

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

26. The volume of a drop of a certain liquid is 0.000047 liter. Write the volume of the drop of liquid in scientific notation.

\_\_\_\_\_

27. **Justify Reasoning** If you were asked to express the weight in ounces of a ladybug in scientific notation, would the exponent of the 10 be positive or negative? Justify your response.

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

# Are You Ready?

Complete these exercises to review skills you will need for this module.



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## Integer Operations

**EXAMPLE**  $-7 - (-4) = -7 + 4$   
 $| -7 | = 7$   
 $| -4 | = 4$   
 $7 - 4 = 3$   
 $= -3$

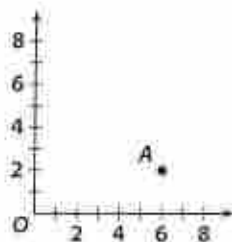
To subtract an integer, add its opposite.  
The signs are different, so find the difference of the absolute values.  
Use the sign of the number with the greater absolute value.

Find each difference.

- $3 - (-5)$  \_\_\_\_\_
- $-4 - 5$  \_\_\_\_\_
- $6 - 10$  \_\_\_\_\_
- $-5 - (-3)$  \_\_\_\_\_
- $8 - (-8)$  \_\_\_\_\_
- $9 - 5$  \_\_\_\_\_
- $-3 - 9$  \_\_\_\_\_
- $0 - (-6)$  \_\_\_\_\_
- $12 - (-9)$  \_\_\_\_\_
- $-6 - (-4)$  \_\_\_\_\_
- $-7 - 10$  \_\_\_\_\_
- $5 - 14$  \_\_\_\_\_

## Graph Ordered Pairs (First Quadrant)

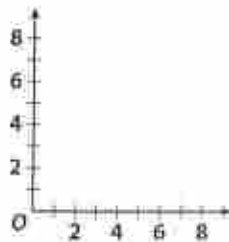
**EXAMPLE**



To graph a point at  $(6, 2)$ , start at the origin.  
Move 6 units right.  
Then move 2 units up.  
Graph point  $A(6, 2)$ .

Graph each point on the coordinate grid.

- $B(0, 5)$
- $C(8, 0)$
- $D(5, 7)$
- $E(2, 3)$



# Are You Ready?

Complete these exercises to review skills you will need for this module.



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## Evaluate Expressions

**EXAMPLE** Evaluate  $3x - 5$  for  $x = -2$ .

$$\begin{aligned}3x - 5 &= 3(-2) - 5 \\ &= -6 - 5 \\ &= -11\end{aligned}$$

Substitute the given value of  $x$  for  $x$ .

Multiply.

Subtract.

Evaluate each expression for the given value of  $x$ .

- $2x + 3$  for  $x = 3$  \_\_\_\_\_
- $-4x + 7$  for  $x = -1$  \_\_\_\_\_
- $1.5x - 2.5$  for  $x = 3$  \_\_\_\_\_
- $0.4x + 6.1$  for  $x = -5$  \_\_\_\_\_
- $\frac{2}{3}x - 12$  for  $x = 18$  \_\_\_\_\_
- $-\frac{5}{8}x + 10$  for  $x = -8$  \_\_\_\_\_

## Connect Words and Equations

**EXAMPLE** Erik's earnings equal 9 dollars per hour.

$e$  = earnings;  $h$  = hours  
multiplication

$$e = 9 \times h$$

Define the variables used in the situation.

Identify the operation involved. "For" indicates multiplication.

Write the equation.

Define the variables for each situation. Then write an equation.

- Jana's age plus 5 equals her sister's age.  
\_\_\_\_\_
- Andrew's class has 3 more students than Lauren's class.  
\_\_\_\_\_
- The bank is 50 feet shorter than the firehouse.  
\_\_\_\_\_
- The pencils were divided into 6 groups of 2.  
\_\_\_\_\_

7/8

# Cursive Practice

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

A



Write the letter on the lines.

A

a

Write each letter pair.

as ay an ba ga la

Write each word.

ask arm bear tan mat

Write the sentence twice.

Adam asked Anna for an apple.



# Cursive Practice

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



Write the letter on the lines.

*B*

*b*

Write each letter pair.

*be bl br ob ib ab*

Write each word.

*bear bib brake table job cub*

Write the sentence twice.

*Bobby bought a ball for the baby.*





7/8

# Cursive Practice

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



Write the letter on the lines. ~~~~~

C

c

Write each letter pair. ~~~~~

ca ch cl ic

Write each word. ~~~~~

come car catch back magic act

Write the sentence twice. ~~~~~

Cecil could catch a cold.



7/8

# Cursive Practice

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



Write the letter on the lines. ~~~~~

*D*

*d*

Write each letter pair. ~~~~~

*do dl dr ed od ud*

Write each word. ~~~~~

*did dog drop add bed sad*

Write the sentence twice. ~~~~~

*David demanded a dirty dog.*



# Cursive Practice

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



Write the letter on the lines.

*E*

*e*

Write each letter pair.

*ea ex ee be te me*

Write each word.

*every else end see pear toe*

Write the sentence twice.

*Ellen excused herself elegantly.*



7/8th

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



# Fact and Opinion: Switch It Up!

A fact is something that is true and can be proven. It does not change, no matter who says it. Opinion is something that someone thinks or feels. It may change from person to person.

Read each statement below. Decide if it is a fact or opinion and write your decision in the blank.

Then switch it up! If the statement is an opinion, write a fact about the topic in the space provided. If it is a fact, write an opinion about the topic.

### Example:

Ursula is very pretty.	_____	opinion
Adam thinks Ursula is pretty.	_____	

1. Abraham Lincoln was president during the U.S. Civil War.	_____	
_____	_____	

2. Going to the doctor is scary.	_____	
_____	_____	

3. Beethoven was the greatest composer.	_____	
_____	_____	

4. Water is made of hydrogen and oxygen.	_____	
_____	_____	

5. Pizza with black olives is delicious.	_____	
_____	_____	

6. Elephants are the largest land mammals.	_____	
_____	_____	

7. Mercury is the closest planet to the Sun.	_____	
_____	_____	

8. The best vacation is going camping.	_____	
_____	_____	



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

## Simile, Metaphor or Personification?

Identify the figure of speech in each sentence as a personification, simile, or metaphor.

Example: The rain tapped on the roof.

personification

1) The painting looked as real as life.

2) The train screeched to a halt.

3) Health is wealth.

4) The snowflakes have six sharp fingers.

5) Ronald has been as busy as a bee, since morning.

6) Watt has the heart of a lion.

7) The star shone like a diamond.

8) The tree spread its arms and gave us shade.

9) The fledgling looked as perfect as a picture.

10) Determination is the key to success.

## Point of View: Who Is Telling the Story?

The narrator tells what happens in a story. Sometimes it is a character in the story, or sometimes it is someone else who does not take part in the story. There are two main types of narrators: first person and third person.

In first person narrations, the narrator is usually a main character and uses *I* and *me*.

In third person narrations, the narrator is not a main character and uses *she*, *he*, *they* or *it*. The words *I* and *me* are only used in conversations.

Below are some passages from books. Read them and write what type of narration it is: first person or third person. The briefly explain your reasons.

1. My father had a small estate in Nottinghamshire: I was the third of five sons. He sent me to Emanuel College in Cambridge at fourteen years old, where I resided three years, and applied myself close to my studies...

(*Gulliver's Travels* by Jonathan Swift)

\_\_\_\_\_

2. Mr. Sherlock Holmes, who was usually very late in the mornings, save upon those not infrequent occasions when he was up all night, was seated at the breakfast table. I stood upon the hearth-rug and picked up the stick which our visitor had left behind him the night before.

(*The Hound of the Baskervilles* by Sir Arthur Conan Doyle)

\_\_\_\_\_

3. Mary asked no more questions but waited in the darkness of her corner, keeping her eyes on the window. The carriage lamps cast rays of light a little distance ahead of them and she caught glimpses of the things they passed.

(*The Secret Garden* by Frances Hodgson Burnett)

\_\_\_\_\_

4. Phileas Fogg was seated squarely in his armchair, his feet close together like those of a grenadier on parade, his hands resting on his knees, his body straight, his head erect; he was steadily watching a complicated clock which indicated the hours, the minutes, the seconds, the days, the months, and the years.

(*Around the World in Eighty Days* by Jules Verne)

\_\_\_\_\_

5. At first I hated the school, but by and by I got so I could stand it. Whenever I got uncommon tired I played hookey, and the hiding I got next day done me good and cheered me up. So the longer I went to school the easier it got to be.

(*The Adventures of Huckleberry Finn* by Mark Twain)

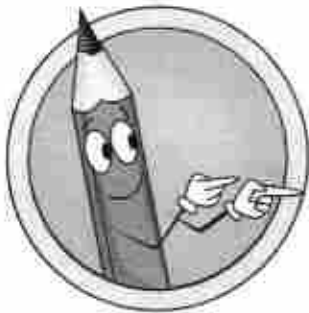
\_\_\_\_\_

6. Poor Jo would gladly have gone under the table, as one thing after another was tasted and left, while Amy giggled, Meg looked distressed, Miss Crocker pursed up her lips, and Laurie talked and laughed with all his might, to give a cheerful tone to the festive scene.

(*Little Women* by Louisa May Alcott)

\_\_\_\_\_

## Introducing a Topic: Telling a Story



It is important when you are writing to clearly introduce your topic. When you are telling a story, you should let the reader know the setting, or the time and place, of the story. You should also make it interesting to the reader.

Write a sentence or two that introduces the topics below.

1. Tell about your favorite party. \_\_\_\_\_

---

---

2. Tell about something you did with your best friend. \_\_\_\_\_

---

---

3. Tell about a time you helped someone. \_\_\_\_\_

---

---

4. Tell about a game you played. \_\_\_\_\_

---

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## Aesop: Put the Events in Order

Aesop was a Greek writer who wrote stories called fables. A fable is a story that gives a lesson at the end. Here is one of Aesop's fables.

### The Lion and the Mouse

A Lion lay asleep in the forest, his great head resting on his paws. A timid little Mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the Lion's nose. Roused from his nap, the Lion laid his huge paw angrily on the tiny creature to kill her.

"Spare me!" begged the poor Mouse. "Please let me go and some day I will surely repay you."

The Lion was much amused to think that a Mouse could ever help him. But he was generous and finally let the Mouse go.

Some days later, while stalking his prey in the forest, the Lion was caught in the toils of a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The Mouse knew the voice and quickly found the Lion struggling in the net. Running to one of the great ropes that bound him, she gnawed it until it parted, and soon the Lion was free.

"You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."

*Lesson: A kindness is never wasted.*

Place the following actions in the story in the correct order by writing 1 in front of the first thing that happened, 2 in front of the second thing that happened, and so on.

- A. \_\_\_\_\_ The Mouse found the Lion in the net.
- B. \_\_\_\_\_ The Lion roared with anger.
- C. \_\_\_\_\_ The Mouse promises to help the Lion someday if he will let her go.
- D. \_\_\_\_\_ The Lion was asleep.
- E. \_\_\_\_\_ The Lion laid his paw on the Mouse.
- F. \_\_\_\_\_ The Mouse chewed the net to free the Lion.
- G. \_\_\_\_\_ The Lion went hunting and got caught in a net.
- H. \_\_\_\_\_ The Lion let the Mouse go.
- I. \_\_\_\_\_ The Mouse ran across the Lion's nose.
- J. \_\_\_\_\_ The Lion woke up.



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## Find the Cause and Effect

Read each sentence below. Write the cause on the first line and the effect on the second line.

**Example:** Larry ran across the road and was hit by a car.

**Cause:** Larry ran across the road.

**Effect:** He was hit by a car.

1. Amanda missed the bus and was late for school.

Cause: \_\_\_\_\_

Effect: \_\_\_\_\_

2. Vance worked hard on his homework and made an A.

Cause: \_\_\_\_\_

Effect: \_\_\_\_\_

3. Lightning struck a tree, and the tree started to burn.

Cause: \_\_\_\_\_

Effect: \_\_\_\_\_

4. Daisy did extra chores around the house and earned extra money to buy a new purse.

Cause: \_\_\_\_\_

Effect: \_\_\_\_\_

5. A heavy rain flooded the town.

Cause: \_\_\_\_\_

Effect: \_\_\_\_\_

6. He watered the tomato plant regularly, and it produced dozens of tomatoes.

Cause: \_\_\_\_\_

Effect: \_\_\_\_\_

7. We forgot to put gas in the car, and we ran out of gas.

Cause: \_\_\_\_\_

Effect: \_\_\_\_\_

8. The cake burned in the oven that was too hot.

Cause: \_\_\_\_\_

Effect: \_\_\_\_\_

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# What Doesn't Belong?

**Directions:** For each number, circle each word/object that does not and then explain why.

1. Tree, Flower, House

\_\_\_\_\_

2. Candle, Apple, Strawberry

\_\_\_\_\_

3. Foot, Arm, Pretzel

\_\_\_\_\_

4. Pencil, Paper, Pen

\_\_\_\_\_

5. Mercury, Big Dipper, Mars

\_\_\_\_\_

6. Hair, Mirror, Window

\_\_\_\_\_

7. Whale, Shark, Zebra

\_\_\_\_\_

8. Spider, Snail, Turtle

\_\_\_\_\_

9. Book, Radio, Newspaper

\_\_\_\_\_

10. Running, Swimming, Sleeping

\_\_\_\_\_

11. Panda bear, Cow, Pig

\_\_\_\_\_

12. Miami, Ohio, Georgia

\_\_\_\_\_

13. Bottle, Fork, Cup

\_\_\_\_\_

14. Ice Cream, Soup, Salad

\_\_\_\_\_

15. Camera, Photographer, Pilot

\_\_\_\_\_



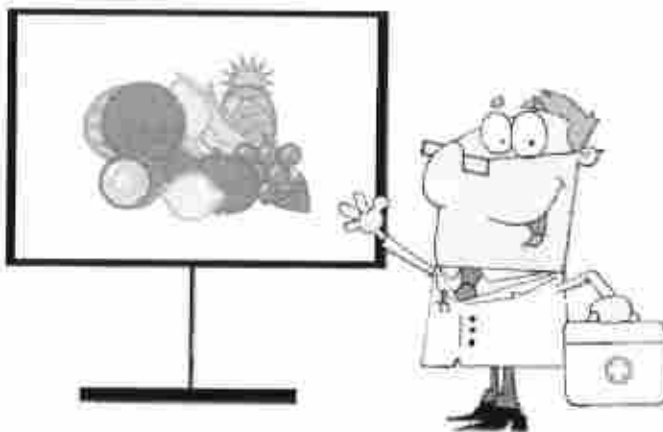
Name \_\_\_\_\_

Date \_\_\_\_\_

## The Foods We Eat

Directions: Read the paragraph and answer the questions.

The food we eat not only tastes good, but helps fuel us through our day. All foods contain three main nutrients: carbohydrates, fat, and protein. The remaining parts of food and include fiber, minerals, vitamins, and water.



Carbohydrates account for the majority of nutrients in the North American diet. They are made of a series of Sugar molecules. The sugar molecules act as an efficient form of energy for the body. Carbohydrates are commonly found in breads, grains, vegetables, and various sugary foods. It is recommended that carbohydrates account for 60% of your daily calories.

Fat is the densest energy source of the main nutrients. Fat provides just over twice the energy of carbohydrates per gram. Fat can be found in animal meat, butter, nuts, and oils. It is recommended that fats account for 20% of your daily calories.

There are two types of fats saturated and unsaturated. Unsaturated fats are an essential nutrient for cell growth and development. Unsaturated fats are mostly liquid at room temperature and are mostly found in plant products. Saturated fats have been linked to heart disease and other health problems. Saturated fats are mostly found in animal products and are solid at room temperature.

Proteins can be found in beef, eggs, fish, poultry, dairy products, and various plant products. Protein is required by the body's cells for growth and repair. Protein accounts for a substantial portion of the body's bones, muscle, and structural tissue. Protein also can be used by the body as an energy source. Protein contains as much energy as carbohydrates. Protein is made up of amino acids. Amino acids are used to maintain the bodies, bones, muscles, and various organs.

Answer the question using the information from above.

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Name \_\_\_\_\_

Date \_\_\_\_\_

1. Which main nutrient accounts for the greatest portion of the North American diet?

\_\_\_\_\_

2. Name a food product you ate yesterday that consists mostly of the following nutrients.

A) Carbohydrates \_\_\_\_\_

B) Fat \_\_\_\_\_

C) Protein \_\_\_\_\_

3. Which of the following nutrients contains the most energy: carbohydrates, fat, protein? Explain in detail.

\_\_\_\_\_

\_\_\_\_\_

4. What portion of your daily caloric intake should consist of protein? Support your answer with references from the passage.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Name \_\_\_\_\_

Date \_\_\_\_\_

### Reading Inferences: Who's Who?

Jim took off Berni's lead far too early. As soon as he opened the front door, Berni went running through the house, leaving a trail of brown paw prints behind him. The carpet ended up filthy but the biggest problem was that Berni then jumped up on Jim's clean white sofa.

1. What is Berni?
  - a. A mouse.
  - b. A horse.
  - c. A dog.
2. Why was Berni so dirty?
  - a. The house was already dirty.
  - b. Jim had just taken him on a walk.
  - c. Berni wasn't dirty, he was clean.



3. How did you know the answer to the previous question?
- 

Every morning Simon would get out of bed just before sunrise. It was his responsibility to make sure everybody could have milk to pour over their cereal and into their coffee before school or work. After he had finished getting ready for work, he had to load 20 heavy crates of milk bottles onto his van.

1. What is Simon's job?
  - a. Simon is a milkman.
  - b. Simon is a banker.
  - c. Simon is a teacher.
2. What time of day was it?
  - a. Morning.
  - b. Afternoon.
  - c. Evening.



3. What do people with Simon's job do?
-