

Inclement Weather Packet

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READING INCLEMENT WEATHER PACKET		
Activity Title	Instructions for Student/Parent	Date completed
Reading-DAY 1 Skills-Cause and Effect Sentence Structure	Students read "A Local Station" and answer questions on pages 46,47,49 These skills have all been taught throughout the school year.	
		Student Score
Reading-DAY 2 Skills-Cause and Effect Sentence Structure	Students read "The Gas Balloon Race" and answer questions on pages 50, 51, 53. These skills have all been taught throughout the school year.	Date completed
		Student Score
Reading-DAY 3 Skills-Sequence Verb Tenses	Students read "The Secret of the Lake" and answer questions on pages 14, 15, 17. These skills have all been taught throughout the school year.	Date completed
		Student Score
Reading-DAY 4 Skills-Sequence Regular and Irregular Plural Nouns	Students read "Aunt Lil and the Barrel Race" and answer questions on pages 30, 31, 33. These skills have all been taught throughout the school year.	Date completed
		Student Score
Reading-DAY 5	Students read "Aransas National Wildlife Refuge" and answer questions on pages	Date completed

Inclement Weather Packet

	30, 31, 33. These skills have all been taught throughout the school year.	
Skills-Context Clues		
Regular and Irregular Plurals		Student Score

A Local Station

One morning, a local newspaper article announced that archaeologists were coming to study an old house in our neighborhood. A local historian had just discovered that it had been a "station" on the Underground Railroad! The place was now going to become a museum.

My sister Mattie wanted to go see it right away. It was lunchtime, so Mom suggested we take a picnic. We did, and then quickly walked a mile down the road. I almost had to run to keep up with Mattie.

"That's the house!" she said, pointing at a small, wooden house half hidden by trees. "And those must be the archaeologists." A few people were walking around and getting out tape measures, ropes, and stakes.

I was tired and hungry, so I wasn't really paying attention. I asked if we could eat. Mattie looked angry for a moment, and then smiled. I knew she wasn't really mad, just anxious to see the house.

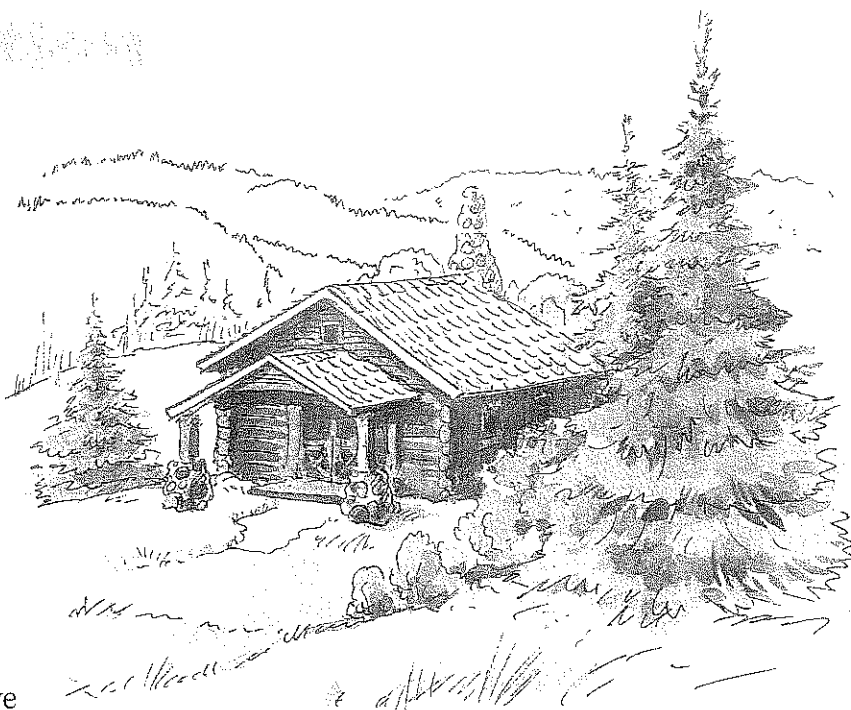
"Sure, let's eat," she replied. "Oh, this is so fun!"

More neighbors soon joined us. Some of them had brought lunches, too. We watched the archaeologists. I noticed that my history teacher, Mr. Arle, was with them. I waved to him. A moment later, he walked up to our small crowd.

"They're closing off most of the yard, so it won't get trampled. But you're welcome to come inside for a bit, before the professor and her team really get to work."

It was fascinating to realize we stood where escaping slaves had stopped to rest for a day. Real people had lived there, and had helped others escape to freedom.

"Every schoolbook seems to have an article about the Underground Railroad," said Mattie, "but being here makes that history seem much more real."



In the fourth paragraph, why was the narrator not paying attention?

1 According to the story, why did the archaeologists close off most of the yard?

- (A) to tell everyone to leave immediately
- (B) to find where the house was hidden by trees
- (C) to discover the house's history
- (D) to prevent the area from being trampled

2 In the second paragraph, the narrator nearly had to run

- (A) because he or she was hungry.
- (B) to keep up with Mattie.
- (C) because Mattie was angry.
- (D) to find an archaeologist.

3 Why did the narrator's mom suggest packing a picnic?

- (A) The kids asked whether it was time to eat yet.
- (B) They knew other people were bringing lunches.
- (C) It was lunchtime and Mattie wanted to hurry.
- (D) She thought it would make history seem more real.

4 According to the next-to-last paragraph, why did escaping slaves stop at this station on the Underground Railroad?

- (A) They needed a place to rest.
- (B) They were interested in the house's history.
- (C) They wanted to see the archaeologists.
- (D) They didn't want to trample the yard.

5 When the narrator saw the history teacher, he or she

- (A) talked to neighbors.
- (B) wanted to eat lunch.
- (C) waved to the teacher.
- (D) entered the house.

A **simple sentence** has only one subject and one verb. A **compound sentence** is two simple sentences joined by a conjunction. Here are some examples.

SIMPLE SENTENCES: We walked up the path.

subject verb

John gave the bird call.

subject verb

COMPOUND SENTENCE: We ran to the window, and John gave the bird call.

subject verb

subject verb

1. **Underline the subjects and circle the verbs in each sentence.**

We had been walking for hours, and we were very tired.

Either we would find safety, or we would walk some more.

I walked very slowly, before I finally sat down.

John patted my shoulder, before he told me to cheer up.

Soon we will be at the station, and then we will rest.

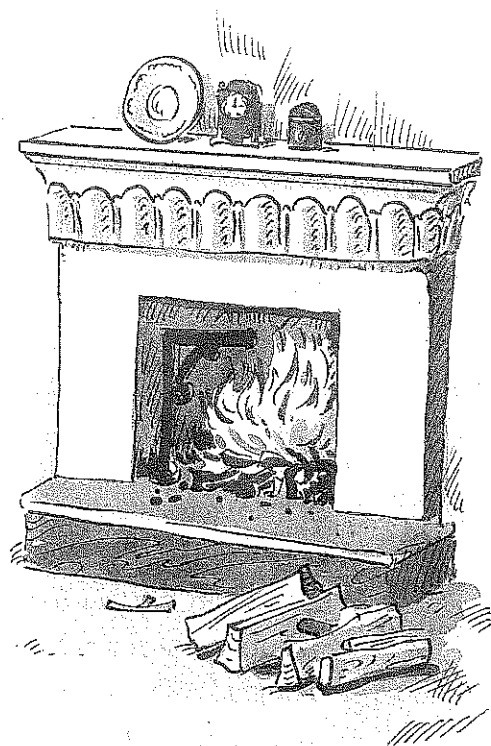
2. **Underline the simple sentences in each compound sentence.**

I ran up the path, but John pulled me back.

The house was warm, but the woods were cold.

We waited for a while, and then we went to the door.

The people welcomed us, and we sat down by the fire.



3. **Write two compound sentences about the Underground Railroad or an historical landmark near your home.**

a _____

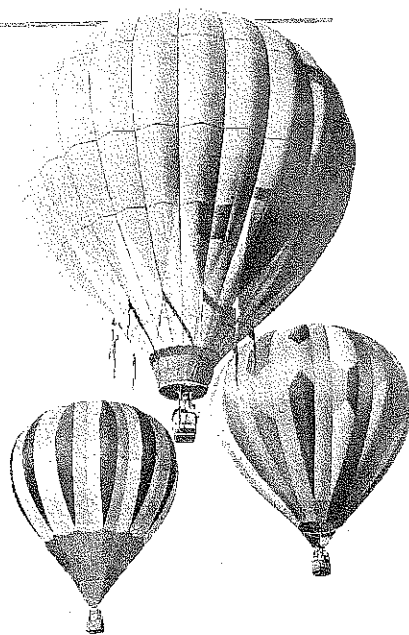
b _____

**Day 2*

The Gas Balloon Race

October 2

Today we start the Championship Gas Balloon Race. We have only three days to fly all the way to Sweden in our gas balloon! I've heard we'll have bad weather, which will make our trip more difficult. But I'm making this trip with Nina, and she's a terrific pilot. I'm pretty good myself, so I'm not really worried. I have plenty of confidence in both of us!



October 3

Today the weather was terrible, just as we'd expected. We flew over the cold and stormy Baltic Sea. I put on my warmest clothes, but was still cold. We wanted to fly as high as we could, but that's difficult in the cold weather. When it's warm, the sun helps heat the balloon, allowing us to fly higher. Flying high is good because you rise above the weather. But when it's cold, the balloon sinks. You have to throw your ballast overboard, and use the extra weight to control the balloon's height. You don't want to throw over too much ballast, though. If you did, you might have to add more again to avoid flying too high the next day. Anyway, Nina and I both did a good job flying over the ocean.

October 4

It's not easy sleeping in a balloon! There is a cot that folds down in the side of the basket, but it's only about four-and-one-half-feet long. I am a foot taller than that! When I sleep, my feet hang out over the end. Sometimes Nina and I must both be awake to manage the balloon. When things are quiet, we take turns resting.

I'm glad we're using helium in our balloon, because I'm used to it. I know that in Europe, they use hydrogen. That's because in Europe, helium is more expensive. In America, helium is cheaper.

At least we have a good rain curtain. Last time we made this trip, the curtain leaked. As a result, we got wet. That's uncomfortable. I'm glad this curtain is good—it's hard to sleep when you're wet!

October 5

We finished the race. What a trip! We're already making plans to do it again!

What effect do you think balloon racing has on the narrator?

- 1 According to the first entry, what might make the trip more difficult?
- (A) using ballast
 - (B) an experienced pilot
 - (C) stormy weather
 - (D) traveling to Sweden
- 2 In balloon flying, the most important effect of the sun is *probably* to
- (A) keep people warm after a cold night.
 - (B) help make the balloon fly higher.
 - (C) dry people's clothes after the rain.
 - (D) allow pilots to rest.
- 3 According to the journal entries, which is *not* an effect of cold weather on the pilots and their balloon flying?
- (A) The balloon flies higher in the sky.
 - (B) The balloon sinks.
 - (C) The pilots have to throw their ballast overboard.
 - (D) The pilots put on warmer clothes.
- 4 Based on the journal entries, the most important effect of ballast is to
- (A) help the balloon sway less.
 - (B) make the balloon go more quickly.
 - (C) make the balloon comfortable.
 - (D) control the balloon's height.
- 5 What effect does a leaky rain curtain have?
- (A) Pilots are protected from the rain.
 - (B) Pilots have to use hydrogen gas.
 - (C) Pilots throw ballast overboard.
 - (D) Pilots have to work and sleep while wet.

Writing Connection: Sentence Structure #Day 2

A **compound sentence** contains two simple sentences, also known as independent clauses. An **independent clause** is a group of words that includes a subject and a verb and makes sense on its own.

I got in the balloon and we took off.

independent clause

independent clause

A **complex sentence** contains one independent clause and one dependent clause. A **dependent clause** is a group of words that includes a subject and a verb but does not make sense on its own.

When I got in the balloon, we took off.

dependent clause

independent clause

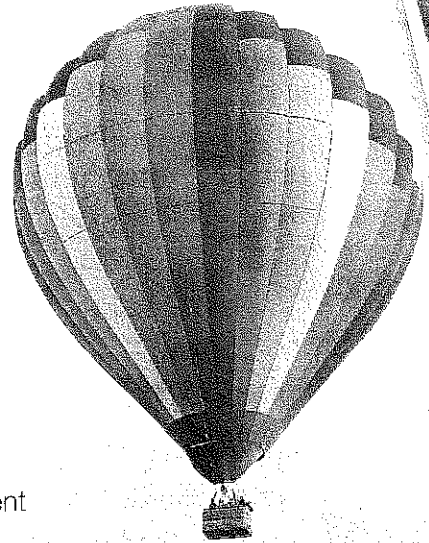
A **compound-complex sentence** contains at least two independent clauses and one dependent clause.

Although the weather was bad, I got in the balloon, and we took off.

dependent clause

independent clause

independent clause



1. Identify each sentence as *compound*, *complex*, or *compound-complex*.

Sandy loves to race, but she also just likes to fly. _____

Although she sometimes feels scared, she keeps flying. _____

We had a beautiful view, and we enjoyed it as the balloon rose higher. _____

I've never been in a balloon, but I do want to try it. _____

2. Write one compound sentence, one complex sentence, and one compound-complex sentence about hot-air ballooning.

a _____

b _____

c _____

*Day 3

The Secret of the Lake

Usually, Petra would have been thrilled about the hike through Glacier Park. “I just can’t enjoy it today,” she thought and frowned.

“Are you okay?” asked Susie. She was a long-time friend of Petra’s parents, and she knew the park like the back of her hand. They had all been hiking together since dawn.

Petra *was* worried. She loved to play basketball and was very good at it. She had planned to play on her school team, then on a college team, and maybe even in the Olympics someday. Then Petra’s family had moved from Chicago to a small town in Montana. Her new school had no girls’ basketball team. Petra thought her dream might be over.

“I’m fine,” Petra said. “I just have something on my mind.”

Susie said, “There’s a place I love to go to when I’m worried. We’ll be there soon.”

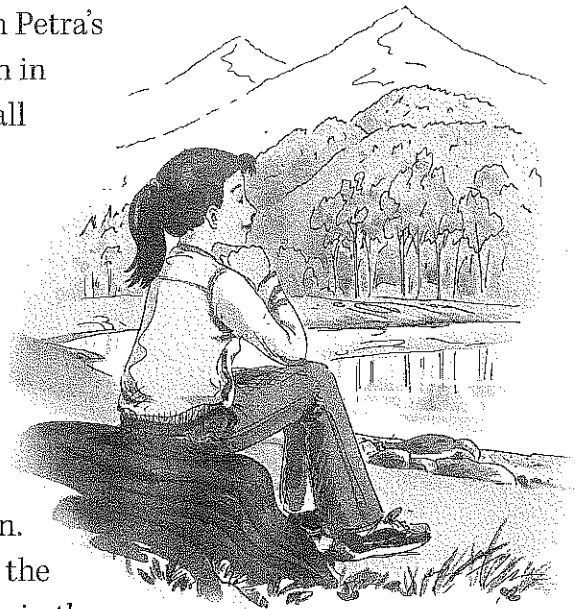
When they came out of the woods, they saw a wide, still lake. Susie said, “Take a closer look. Your parents and I will go on ahead.” Her parents smiled at her and walked on.

Petra gazed at the trees and sky reflected in the water. Then she saw her reflection. But the Petra in the water held a basketball and stood with a team under a sign that read “Community Center.”

“That’s it!” Petra thought. “I’ll start a team at the community center!”

Now, Petra’s reflection just showed her wearing her hat and backpack. “We’re moving on!” called her dad. Petra hurried to catch up with the others.

“You look happier,” Susie said. Did Susie know what Petra had seen in the lake? Petra decided it didn’t matter. She smiled and said only, “Yes, the lake is beautiful. Thanks for showing it to me.”



What does Petra plan to do *after* the story ends?

Multiple-Choice Questions

**Day 3*

1 What event has happened *before* the story begins?

- (A) Petra sees her reflection in the lake.
- (B) Susie shows her favorite place to Petra.
- (C) Petra's family moves to Montana.
- (D) Susie and Petra's family go on ahead.

2 Susie asks if Petra is okay *after*

- (A) Petra frowns.
- (B) Petra looks into the lake.
- (C) Petra has a new idea.
- (D) Petra hurries to catch up.

3 Petra and her family have been hiking since

- (A) dawn.
- (B) noon.
- (C) evening.
- (D) the day before.

4 Petra sees the lake *after*

- (A) she sees a sign that reads "Community Center."
- (B) she thanks Susie for showing them the lake.
- (C) she sees herself holding a basketball.
- (D) she comes out of the woods.

5 The *last* thing Petra does in the story is to

- (A) look into the lake.
- (B) catch up with her family.
- (C) thank Susie.
- (D) get a new idea.

The tense of a verb tells you when something happens. Verbs in the **past tense** tell about something that has already happened. Verbs in the **present tense** tell about something that is happening now or that is always true. Verbs in the **future tense** tell about something that will happen later. Here are some examples using the verb *to play*.

Yesterday, Jorge played basketball at his school.
past

Every day, Jorge plays with his team.
present

Next month, Jorge will play at the community center.
future



1. Complete each sentence with the correct verb form in the past tense.

First Marco _____ the ball through the hoop. **throw**

Then Alyssa _____ the ball to her teammate. **pass**

In the end, we _____ more points than the other team. **score**

2. Complete each sentence with the correct verb form in the present tense.

Every day, I _____ my free throws. **practice**

My sister _____ a great player. **be**

She _____ a great hook shot. **have**

3. Complete each sentence with the correct verb form in the future tense.

Next month, Lou _____ basketball at camp. **play**

His team _____ glad to have him. **be**

They _____ when they win their first game. **cheer**

4. Write three sentences about playing a game or sport. Use the verb tenses shown below.

a **Past:** _____

b **Present:** _____

c **Future:** _____

*Day 4 Aunt Lil and the Barrel Race

“When will we see Aunt Lil?” I asked. Dad and I were at the Pine City Rodeo. We had come to see my aunt ride the Barrel Race. We planned to celebrate later with Lil if she won.

“The Chuck Wagon Race is first,” Dad said. “So we’ll get to watch that before we see Aunt Lil.”

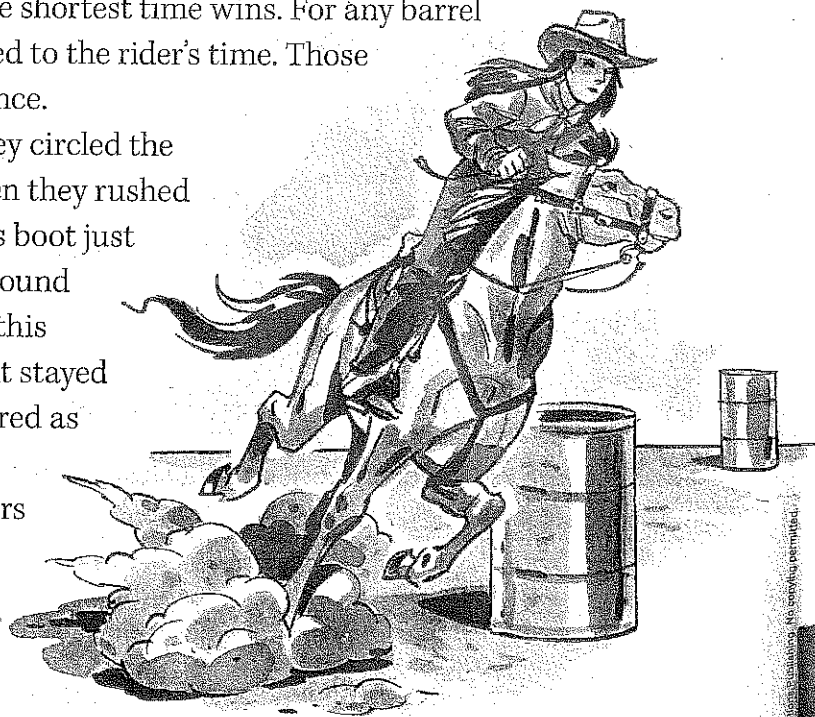
The Chuck Wagon Race is based on the olden days when cowboys slept out on the range. Every night, they’d meet at the chuck wagon, which was where the cook fed them and stored their bedrolls. The next morning, the cowboys and the cook raced to see who got to the next campsite first.

Today, you see chuck wagon races only at a rodeo. It’s fun to watch the riders pack their gear into a chuck wagon, jump in, and race a team of horses around the ring. But I was impatient to see Aunt Lil and her horse, Star.

Finally, it was time for the Barrel Race to begin. Three barrels are placed 100 feet apart in the middle of the arena. One at a time, riders circle each barrel and then dash for the finish line. The rider with the shortest time wins. For any barrel knocked over, five seconds are added to the rider’s time. Those five seconds can make a big difference.

Aunt Lil and Star went first! They circled the first barrel without touching it. Then they rushed around the second barrel. Aunt Lil’s boot just barely tapped it. Last, they raced around the third barrel. Aunt Lil’s boot hit this barrel harder. It slid a few inches but stayed up! Aunt Lil grinned and Star nickered as they dashed away.

We waited for all the barrel racers to finish. Then the judge checked everyone’s time and announced the winner. Aunt Lil had won!



What do you think the narrator, Dad, and Aunt Lil might do after the rodeo ends?

Multiple-Choice Questions

* Day 4

- 1 In the story, which event happens *first*?
 - (A) Aunt Lil rides Star in the Barrel Race.
 - (B) The rodeo people set up the barrels.
 - (C) The Chuck Wagon Race takes place.
 - (D) The narrator asks Dad a question.

- 2 What happens *before* the Barrel Race starts?
 - (A) The rodeo staff set up the barrels.
 - (B) Aunt Lil rides around the barrels.
 - (C) Aunt Lil's foot taps a barrel.
 - (D) A barrel is knocked over.

- 3 Which do riders do *first* in a Chuck Wagon Race?
 - (A) race around the arena
 - (B) jump into the wagon
 - (C) pack their gear
 - (D) cook supper

- 4 When Aunt Lil rides around the *first* barrel, she
 - (A) touches it with her boot.
 - (B) knocks it over.
 - (C) moves it a few inches.
 - (D) never touches it.

- 5 Which event happens *last* in the story?
 - (A) The Chuck Wagon Race finishes.
 - (B) Aunt Lil moves the third barrel.
 - (C) The judge announces the winner.
 - (D) Aunt Lil circles the third barrel.

* Day 4

Writing Connection: Regular and Irregular Plurals

Regular plurals are formed by adding **-s** or **-es**. For some regular plurals, you have to change **y** to **i** and then add **-es**. **Irregular plurals** are formed by changing part of a word in a way that does not follow any pattern. Here are some examples.

Regular Plurals

ring—rings
boot—boots
horse—horses
wish—wishes
baby—babies

Irregular Plurals

woman—women
foot—feet
mouse—mice
fish—fish
child—children

1. Complete each sentence with the correct plural form of the word.

Aunt Lil put on a new pair of _____ **boot**

They fit her _____ perfectly. **foot**

She was training two new _____ today. **horse**

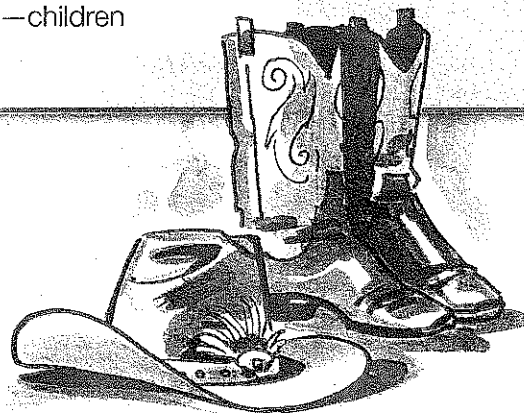
Some of the horses had their _____ with them. **baby**

Later, she would teach some _____ how to ride. **child**

She looked to see if any _____ had gotten into the grain. **mouse**

The _____ by the barn were waiting for riding lessons. **woman**

It takes a long time to learn how to race around _____. **barrel**



2. Write two sentences about horses or rodeos using an irregular plural in each sentence.

a _____

b _____

*Day 5

Aransas National Wildlife Refuge

JANUARY 5: Tomorrow, Dad and I plan to visit a wildlife refuge. I'm looking forward to seeing all of the animals, especially the birds. The refuge is a safe place. No one can bother the animals there.

JANUARY 6: We walked miles of soggy trails in a tidal marsh. The ocean tide was out, leaving muddy bottoms bare. Birds skittered lightly across the mud, making a quick pattern of tiny tracks.

My winter break is the perfect time to see pelicans, egrets, spoonbills, ducks, and geese. Many birds are here only for the winter. They'll migrate north again in the spring. Dad says tomorrow we're going to see whooping cranes. They live only in North America. And they're the rarest cranes in the world. At one time, only about 15 cranes came to the refuge each year. Now there are 150. The cranes are endangered. Without the protection of this sanctuary, they may disappear forever. But the cranes have made an important comeback.

JANUARY 7: We met Joe today. He was our guide. He took us to an observation tower to see a family of whooping cranes in their habitat.



I gasped when we first saw them. I could hardly catch my breath. Joe explained that whooping cranes are the tallest birds in North America. They stand nearly 5 feet tall. Joe said a crane's wingspan measures 7 feet from tip to tip. I didn't believe him until I saw a crane spread its wings. The whooping crane also makes a distinct cry. It's unlike any cry I've ever heard. I would know it anywhere now. What a great day!

The singing birds, or warblers, don't come until spring. Maybe I can talk Dad into coming back.

Explain how the words sanctuary and refuge are the same.

1 In the second paragraph, the tidal marsh gets its name from

- (A) trails.
- (B) wildlife.
- (C) the ocean.
- (D) birds.

2 In the third paragraph, the word rarest means

- (A) most scarce.
- (B) most beautiful.
- (C) most remarkable.
- (D) most protected.

3 You can use context clues to guess that a warbler is

- (A) a whooping crane.
- (B) a singing bird.
- (C) an observation tower.
- (D) a trail through a refuge.

4 Whooping cranes are said to be endangered because

- (A) there are too many ducks and geese in the refuge.
- (B) the water in the refuge is too salty.
- (C) there are not very many cranes left.
- (D) they live in a tidal marsh.

5 In the next-to-last paragraph, the word distinct means

- (A) different from other bird cries.
- (B) heard from far away.
- (C) difficult to tell apart from other cries.
- (D) enjoyable.

Writing Connection: Regular and Irregular Plurals

*Day 5

Regular plurals are formed by adding the suffix **-s** or **-es**. For some regular plurals, you must change the **y** to **i** before adding the suffix **-es**. **Irregular plurals** do not follow regular patterns. Here are some examples.

Regular Plurals

bird—birds
crane—cranes
refuge—refuges
marsh—marshes
sanctuary—sanctuaries

Irregular Plurals

woman—women
tooth—teeth
mouse—mice
fish—fish
child—children

1. Complete each sentence with the correct plural form of the word.

Many of the birds in the marsh eat crabs and fish.

There are many visitor to the refuge.

My parents have visited many wildlife refuge over the years.

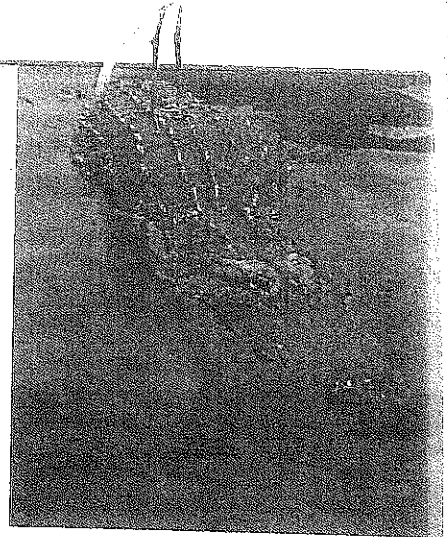
The family of bobcat scampered through the grasses.

An alligator yawned and showed its tooth.

The child on the school field trip drew sketches of the birds.

Animals that live in sanctuary are protected from human interference.

The skunks in the refuge eat insects, berries, and mouse.



2. Write two sentences about marshes. Use an irregular plural in each sentence.

a _____

b _____
