

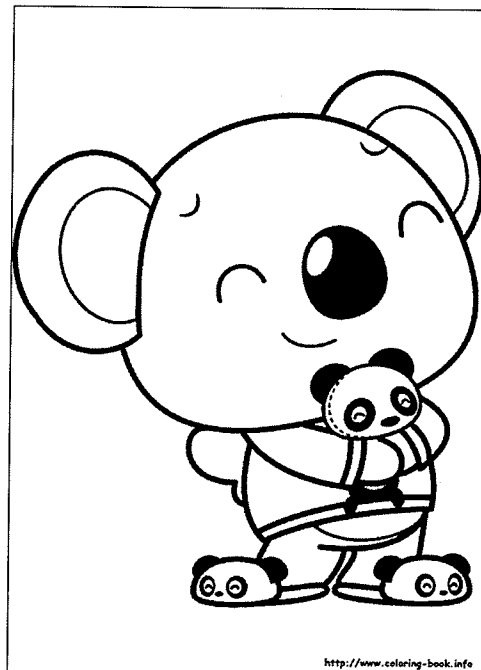
Name \_\_\_\_\_

Spelman and Howard

4th Grade ELA

Learning Packet

June 14<sup>th</sup>-18<sup>th</sup>, 2021



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

Date: June 14<sup>th</sup>, 2021

BCCS-Girls

Spelman/Howard

### Module 5: 9 More Days

<b>Learning Targets</b>	I can summarize the text using key details. I can identify the theme of the text. I can identify general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject areas.
<b>Assignment to Submit</b>	Close Reading Annotations and Text-Dependent Questions (Packet)

## Andromeda

1 “Class,” Ms. Marcos said, “Please greet our new student. His name is . . .”

“You can call me ‘Andromeda,’” the boy said, suddenly speaking up.

“I won’t be here long. I’m only here to observe.”

2 Ms. Marcos looked startled and opened her mouth to say something, but the boy continued before she could get a word in edgewise. “I’m from the Andromeda galaxy, so calling me ‘Andromeda’ just makes it easier for all. The Andromeda Galaxy is the nearest major galaxy to yours, the Milky Way Galaxy. We’re only 2.5 million light years from each other. My galaxy is shaped like a spiral. The Milky Way is a spiral galaxy, too, but mine is bigger. It measures about 220,000 light years across. The bright central region is visible to the naked eye. From Earth, you can see it on moonless nights, even in areas with moderate light pollution. Of course, it only looks like a star to you because human eyes are so weak.”

3 “Ms. Marcos looks like she could be knocked over with a feather!” Liam whispered to Olive. Then he said, “Look, he’s going to sit next to us!”

4 As the boy sat down, Olive smilingly asked him how he got to Earth. When Andromeda answered that he had teleported through a black hole, Liam laughed. “Sure,” he scoffed. “You make it sound easy as pie. I don’t think so!” Then Liam smiled and said, “Sorry I sounded like I was making fun of you. The truth is that I like your imagination. I have the feeling the three of us are going to have as much fun as a barrel of monkeys.”

5 When Olive and Liam came to school the next day no one could enter. Firetrucks were in the parking lot. “Don’t worry,” Ms. Marcos told her students. “No one is hurt. It’s just that the building is full of monkeys. No one knows where they came from or how they got there.” Liam and Olive went to find Andromeda so they could tell him, but Andromeda hadn’t arrived yet. He never did, but there was plenty of pie for lunch.

Your Name: \_\_\_\_\_ Partner: \_\_\_\_\_

## Andromeda (cont.)

**First**

Silently read "Andromeda." You might see words you do not know and read parts you do not understand. Keep reading! Determine what the story is mainly about.

**Then**

Summarize paragraphs 1–4 only. Write down the main actions and most important information. If someone reads your summary, that person should know it is this story you are writing about, not a different story!

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**After  
That**

Read the story again. Use a pencil to circle or mark words you don't know. Note places that confuse you. Underline the main action or idea of each paragraph.

**Next**

Meet with your partner. Help each other find these words in the text.

observe      startled      region      moderate      scoffed

Read the sentences around the words. Think about what they mean and how they fit in the whole story. Use what you learned to answer the questions below. As you work, check with your partner. Does your partner think your answers make sense?

- If I looked at the night sky, I might **observe** \_\_\_\_\_.
- I might be **startled** if a \_\_\_\_\_ suddenly walked into the room.
- My school is in the \_\_\_\_\_ **region** of the country.  
(For this answer, use a word such as one of the following: Northern, Southern, Eastern, Western, Midwestern.)
- One shouldn't have too much \_\_\_\_\_. A **moderate** amount is best.
- I **scoffed** when my friend said \_\_\_\_\_  
\_\_\_\_\_

With your partner, create a new sentence. This sentence should include at least two of these vocabulary words.

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

## Andromeda (cont.)

**Now** Answer the story questions below.

1. Compare and contrast the Andromeda and Milky Way Galaxies.

How are they alike? \_\_\_\_\_

\_\_\_\_\_

How are they different? \_\_\_\_\_

\_\_\_\_\_

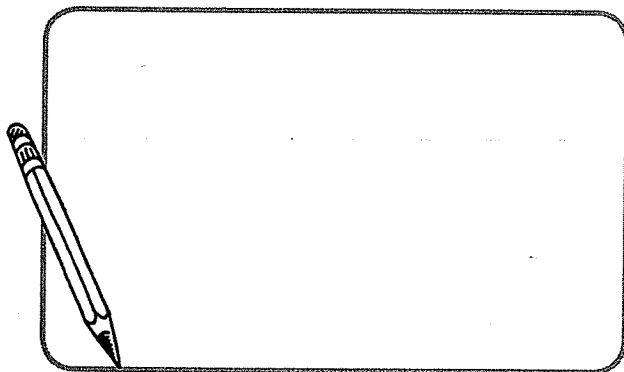
2. Liam tells Olive that Ms. Marcos looks as if she could be “knocked over with a feather.” What does this expression mean in the way it is used here?

\_\_\_\_\_

What parts of the story help you know this? \_\_\_\_\_

\_\_\_\_\_

3. What did Ms. Marcos do when Andromeda started talking? Use words and draw a picture to show your answer.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why didn't Ms. Marco interrupt Andromeda? What words in the story help you know?

\_\_\_\_\_

\_\_\_\_\_

4. How did Liam's attitude change in paragraph 4? What words or actions in the story helped you know?

\_\_\_\_\_

\_\_\_\_\_

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

## Andromeda *(cont.)*

**Then** Reread the entire story one last time. Pay attention to how the author makes you feel at the end of the story.

5. In which paragraph does Andromeda first state that he comes from a different galaxy?

Check the box beside your answer.    1    2    3    4    5

In an earlier paragraph, what does he say that foreshadows (hints at) this information.

\_\_\_\_\_

6. What happens in paragraph 5? Sum it up in a few sentences. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why might this make it seem possible that Andromeda does indeed come from a different galaxy?

\_\_\_\_\_

\_\_\_\_\_

7. The author never gives solid proof that Andromeda comes from a different galaxy. She has Liam telling Andromeda that he likes his imagination, but that is before the last paragraph. Do you think this is an effective choice that the author has made? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

Write another paragraph to continue the story. Your paragraph should give another hint or two about where Andromeda comes from.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Learn More**

What does a spiral galaxy look like? What do the three other kinds of galaxies look like? On the back of this paper, draw and label pictures of each.

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

Date: June 15<sup>th</sup>, 2021

BCCS-Girls

Spelman/Howard

### Module 5: 8 More Days

<b>Learning Targets</b>	I can summarize the text using key details. I can identify the theme of the text. I can identify general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject areas.
<b>Assignment to Submit</b>	Close Reading Annotations and Text-Dependent Questions (Packet)

## Weeks Without Stopping

1

Frigatebirds are sea birds. They spend most of their lives at sea. The only time they come to land is to raise their chicks. This probably makes you think that these sea birds have waterproof feathers, as ducks, pelicans, and gulls do. Frigatebirds don't! They are sea birds, but they can't swim or land on the water. If they landed on the water, they would drown!

2

An ornithologist named Henri Weimerskirch wanted to know more about frigatebirds. He already knew how they fed. Since a frigatebird can't get wet, it gets food two ways. The first way is by stealing food from other birds. It does this by harassing other birds in flight. It doesn't stop pestering until the bird regurgitates (brings back up) fish it has already eaten. The second way happens when they spot a school of smaller fish being chased by larger fish. The smaller fish start leaping out of the water in a wild frenzy, and that's when the frigatebird flies down and scoops them up.

3

Weimerskirch wanted to know what the birds did between feeding since they couldn't land on the water. To find out, he put satellite tags and instruments on the birds. This allowed him to locate the birds, track where they were going, and measure things like heart rates.

4

One bird flew nonstop for two months! Another bird soared 40 miles over the Indian Ocean without a single wing-flap! All of the birds soared great distances, and they also soared high in the air. Some reached heights over 4,000 meters (about 2.5 miles) above the ocean! It's freezing cold at that altitude, and frigatebirds are tropical birds! They only live where it is warm!

5

Weimerskirch found that these birds use little energy. Their heartbeats don't go up. They are efficient fliers in part because of their wingspans. From tip to tip, their wingspans measure six feet. Also, they fly into cumulus clouds. White, fluffy cumulus clouds often form where warm air rises from the surface of the ocean. Once inside the cloud, these birds soar on the updraft. They rise with the warm air all the way to the top of the cloud.



Your Name: \_\_\_\_\_ Partner: \_\_\_\_\_

## Weeks Without Stopping (cont.)

**First**

Silently read "Weeks Without Stopping." You might see words you do not know and read parts you do not understand. Keep reading! Determine what the story is mainly about.

**Then**

Sum up the story. Write the main actions and most important information. If someone reads your summary, that person should know it is this story you are writing about, not a different story!

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**After  
That**

Read the story again. Use a pencil to circle or mark words you don't know. Note places that confuse you. Underline the main action or idea of each paragraph.

**Next**

Meet with your partner. Help each other find these words in the text.

ornithologist      harassing      regurgitates      frenzy      efficient

Read the sentences around the words. Think about how they fit in the whole story. Think about what the words mean. Explain how the story helps you know the following things:

- a. An **ornithologist** does not study insects. \_\_\_\_\_  
\_\_\_\_\_
- b. When you are **harassing** someone, you are bothering them. \_\_\_\_\_  
\_\_\_\_\_
- c. At the moment you **regurgitate** your food, you aren't swallowing it. \_\_\_\_\_  
\_\_\_\_\_
- d. If someone is in a **frenzy**, he/she is not calm and relaxed. The fish are leaping for  
their lives. They are the opposite of calm and relaxed.
- e. If something runs **efficiently**, it isn't wasting energy. \_\_\_\_\_  
\_\_\_\_\_

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

## Weeks Without Stopping *(cont.)*

**Now**

Answer the story questions below.

1. How did Weimerskirch know where the birds went and how often they flapped their wings?

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2. How many meters above the ocean did some of the frigatebirds fly? For your answer, use an exact quote from the passage.

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Why do the last two sentences of paragraph 4 end with exclamation marks instead of periods? Provide information from the story in your answer.

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Do you agree with the author's use of exclamation points in this paragraph? Use information from the story to support your claim.

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3. Why do the frigatebirds fly into cumulus clouds and not other kinds of clouds?

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4. What is one way the frigatebirds find food? \_\_\_\_\_

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Why do they have to find food this way? \_\_\_\_\_

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

## Weeks Without Stopping *(cont.)*

**Then**

Reread the entire story one last time. Pay attention to when the title begins to make sense.

5. In what number paragraph are you told about a bird that went "weeks without stopping?"

Check the box beside your answer.  1  2  3  4  5

In what paragraph do you find out why the birds could go weeks without stopping?

Check the box beside your answer.  1  2  3  4  5

6. The author could have titled this story "Frigatebirds." Do you think that would have been a better title? Tell why or why not.

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In the box, write a new and different title for the story. Tell why your title is a good title and represents the information given in the story, as well as the style and tone in which it is written.

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7. Imagine someone stole something from you. When caught, the person said, "I can do it, because frigatebirds can." What would you say? Use information from the story.

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**Learn  
More**

Look in books or online to research how most birds make their feathers waterproof. On the back of this page, write a short paragraph explaining what you learned.

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

BCCS-Girls

Date: June 16th, 2021

Spelman/Howard

### Module 5: 7 More Days

<b>Learning Targets</b>	I can summarize the text using key details. I can identify the theme of the text. I can identify general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject areas.
<b>Assignment to Submit</b>	Close Reading Annotations and Text-Dependent Questions (Packet)

## Mysteries Solved

1 Ada and Ethan liked mysteries. They wanted to prepare for careers as detectives. Ada and Ethan asked their father for his advice. "Read!" Stephen said. "Read on a variety of subjects, and don't judge a book by its cover." Ada and Ethan didn't really see how reading would help them get jobs as detectives, but they did what their father recommended anyway. They read a lot of books on a lot of different topics.

2 Several weeks later, Devon came up to Ada and Ethan in the lunchroom. He said, "Someone wants to sell my dad some gold. My dad is thinking about it, but he isn't sure because it's a lot of money. Do you think he should buy it?" When Ada asked if Devon and his dad had actually seen the gold, Devon said he had. "At first I thought the man didn't bring any because all he was holding was a thin plastic grocery bag. The bag was dangling from his right hand. Then he took out the gold. The man said it was two standard bars. They shone so brightly that it took my breath away."

3 Ethan said, "All that glitters is not gold. The man is trying to cheat your father. I once read in a book that a standard bar of gold weighs 12.4 kilograms or just a bit more than 27 pounds. If that man's two bars were real, they would have weighed too much for a thin plastic grocery bag!"

4 The next day, a girl came up to Ada and Ethan at recess. "I'm Alice," she said. "Devon said you might help me." When Ethan asked how, Alice said, "My mom saw a painting for sale. It depicted George Washington sitting in the Oval Office at the White House. The art dealer said it was painted during Washington's first term as president. It's expensive, but do you think my mom should buy it? After all, it's a piece of history."

5 Ada said, "The art dealer is as crooked as a dog's hind leg. The picture is a fake. I read in a book that George Washington was the only president who didn't live in the White House. He couldn't, because he died before it was built!"

Your Name: \_\_\_\_\_ Partner: \_\_\_\_\_

## Mysteries Solved *(cont.)*

**First**

Silently read "Mysteries Solved." You might see words you do not know and read parts you do not understand. Keep reading! Determine what the story is mainly about.

**Then**

Sum up the story. Write the main actions and most important information. If someone reads your summary, that person should know it is this story you are writing about.

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**After  
That**

Read the story again. Use a pencil to circle or mark words you don't know. Note places that confuse you. Underline the main action or idea of each paragraph.

**Next**

Meet with your partner. Help each other find these words in the text.

careers      variety      topics      recommended

Read the sentences around the words. Define the words and answer the questions.

a. The word **career** means \_\_\_\_\_

What career might you want one day? \_\_\_\_\_

b. The word **topic** means \_\_\_\_\_

Name a topic that is currently in the news? \_\_\_\_\_

c. The word **variety** means \_\_\_\_\_

If you could eat any fruit for breakfast, which would you choose? \_\_\_\_\_

If you could eat any fruit for dessert, which would you choose? \_\_\_\_\_

d. The word **recommend** means \_\_\_\_\_

Which book would you most recommend to your best friend?

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Which book would you most recommend to your teacher?

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

## Mysteries Solved *(cont.)*

**Now** Answer the story questions below.

1. How much does a standard bar of gold weigh? \_\_\_\_\_

How did knowing this help Ethan know that the man was trying to cheat Devon's father?

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2. What two pieces of advice did Ada and Ethan's father give to them? In your answer, use a quotation from the story.

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What evidence in the story proves that Ada and Ethan followed their father's advice?

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3. Keep track of the cast of fictional characters introduced in this passage. Name five of them. For each, state two facts about the character and note which of the passage's paragraphs the character is named in. One answer is given for you.

Character	Facts	Paragraphs
Ada	sister to Ethan, wants to be a detective	1, 2, 4, 5

4. When Ada says that the art dealer is as "crooked as a dog's hind leg," what does she mean?

\_\_\_\_\_

Which parts of the story helped you answer?

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

## Mysteries Solved *(cont.)*

**Then**

Reread the story one last time. Think about the author's purpose for writing the story.

5. In the first paragraph, what is the main message you are given about reading?

\_\_\_\_\_

How is that message reinforced in the rest of the story? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. How are the sayings "All that glitters is not gold" and "Don't judge a book by its cover" alike?

\_\_\_\_\_

\_\_\_\_\_

Create a cartoon that illustrates one of these sayings as it is used in the passage.

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7. Do you think the author did a good job showing the importance of reading? Explain. Use evidence from the story to support your claim.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Can you think of another example or time in your life when reading or having read something helped you know what to do?

\_\_\_\_\_

\_\_\_\_\_

**Learn More**

On the back of this paper, write one paragraph on gold or the White House. Find information in books or on the Internet.



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

BCCS-Girls

Date: June 17<sup>th</sup>, 2021

Spelman/Howard

### Module 5: 6 More Days

<b>Learning Targets</b>	I can summarize the text using key details. I can identify the theme of the text. I can identify general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject areas.
<b>Assignment to Submit</b>	Close Reading Annotations and Text-Dependent Questions (Packet)

## The Big Ear

1 She had to audition twice. The first time she auditioned at the Royal Academy of Music in London, she was turned down. She was told it was because she was deaf. Evelyn Glennie was indeed deaf. She was born in Scotland in 1965, and she started losing her hearing at the age of eight. By twelve, she was profoundly deaf. She could not hear sounds at all.

2 The Academy told Glennie that it didn't have a clue as to the future of a deaf musician. Glennie did not feel this was a good reason to be rejected. She insisted she be treated like other students. They were never asked about the future. Instead, they were accepted or rejected due to their ability to perform and to understand and love the art of creating sounds.

3 Glennie was told she could audition again. This time she was not rejected. She was accepted for all the right reasons. Since then, Glennie has become a world-class musician. She has won many prizes. She is a percussionist. The instruments she plays must be struck or hit. Drums, gongs, and bells are examples of percussion instruments. Cymbals, rattles, or tambourines are other instruments that a percussionist might play.

4 Glennie lip reads. Lip reading may help her know what people say, but how does she know she is making the correct musical sounds? Glennie often plays with other musicians. She plays in large orchestras. Orchestras have musicians playing all different kinds of instruments. How does Glennie know how to play with the other musicians? How does she know how loud and soft her notes should be?

5 Glennie says, "I see the body as a big ear." She uses her eyes to see drum skins move as they vibrate. She hears music "through my hands, through my arms, my cheekbones, my skull, my tummy, my chest, my legs, and so on." Glennie often plays barefoot, helping her feel vibrations through her feet. She has become so skillful at feeling vibrations come through her hand that at times she can feel tiny differences with just the tiniest part of her finger.

Your Name: \_\_\_\_\_ Partner: \_\_\_\_\_

## The Big Ear (cont.)

**First**

Silently read "The Big Ear." You might see words you do not know and read parts you do not understand. Keep reading! Determine what the story is mainly about.

**Then**

Sum up the story. Write the main actions and most important information. If someone reads your summary, that person should know it is this story you are writing about.

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**After That**

Read the story again. Use a pencil to circle or mark words you don't know. Note places that confuse you. Underline the main action or idea of each paragraph.

**Next**

Meet with your partner. Help each other find these words in the text.

audition      percussionist      rejected      vibration      orchestra

Read the sentences around the words. Think about how they fit in the whole story. Define the words. Which information from the text helped you figure out the meaning of the words? An example is given for you.

Word	Definition	Information That Helps
audition		
percussionist		
rejected		
vibration	movement of something back and forth	Glennie used her eyes to see the drum skins move as they vibrated.
orchestra		

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

## The Big Ear (cont.)

**Now** Answer the story questions below.

1. Was Glennie able to hear some sounds at the age of nine? Defend your answer using information from the story.

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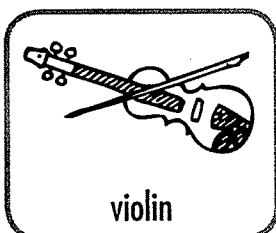


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2. Are the following percussion instruments? For each, check **Yes** or **No**. Use information from the text to support your answer.



Yes     No

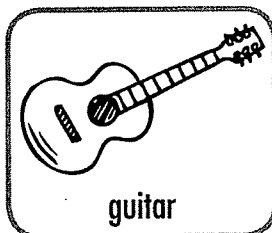
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Yes     No

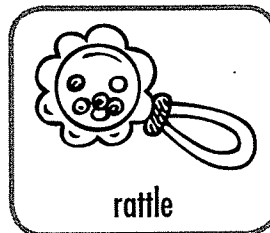
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Yes     No

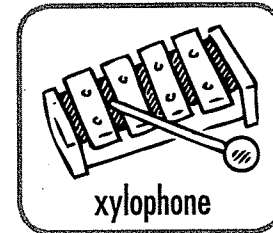
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Yes     No

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3. You are told that Glennie was accepted for all the right reasons. According to Glennie, what are all the right reasons?

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4. Which two senses does Glennie use to "hear"? Explain how she uses them.

Sense #1: \_\_\_\_\_

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Sense #2: \_\_\_\_\_

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

## The Big Ear *(cont.)*

**Then**

Reread the entire story one last time. Think about if this story is fiction or nonfiction. Think about if it is autobiographical (written by the person whose life is being described) or biographical (written about a person by someone else).

5. Is this story fiction or nonfiction? How can you tell? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Is this story autobiographical or biographical? How can you tell? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Imagine you are Glennie. You have just finished your first audition, and you have been given the news of your rejection. Write a few lines in which you explain what happened and how you feel. As this will be in autobiographical form, use the pronoun "I" when referring to yourself. Also, be sure to use information you learned from the story.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. In which paragraph of the story do you find out what instrument Glennie plays?

- 1       2       3       4       5

Why do you think the author waited until that point to tell you?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Learn More**

Find out the difference between brass, percussion, stringed, and woodwind instruments. On the back of this paper, write a short paragraph in which you compare them. Give a few examples of each kind of instrument.

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

BCCS-Girls

Date: June 18<sup>th</sup>, 2021

Spelman/Howard

### Module 5: 5 More Days

<b>Learning Targets</b>	I can summarize the text using key details. I can identify the theme of the text. I can identify general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject areas.
<b>Assignment to Submit</b>	Close Reading Annotations and Text-Dependent Questions (Packet)

## Ludicrous Records

1 Records are important. It is serious business when it comes to things like who runs the fastest or who can jump the highest. It is also nice to know what animal has the biggest eyes or the biggest ears. (A squid found in 2008 had eyes bigger than a dinner plate, and no animal has ears larger than the African elephant.)

2 Some world records, however, are ludicrous. They are simply ridiculous. They are trivial and not important. For example, there is a record for most clothespins clipped onto one's face. This silly record was set on July 17, 2013. On that day, Garry Turner clipped 161 clothespins onto his face.

3 It is absurd to think that anyone would care how many balloons a person could inflate with his nose in an hour. One may wonder why anyone would be so foolish as to try! Yet on March 3, 2013, a man named Ashrita Furman inflated balloons with his nose. His record of blowing up 380 still stands today. Furman also holds the record for pushing an orange with his nose. It took 22 minutes and 41 seconds for Furman to push the orange one mile.

4 Other world records go beyond silly. They border on disgusting. For example, some people don't cut their fingernails. One woman's fingernails grew to a total of 28 feet and 4.5 inches long! How could she get anything done? Could she really keep them clean? One man had ear hair that measured 7.12 inches long. One wonders why he didn't just snip it off.

5 The jury is still out when it comes to some records. For example, there is the case of Mischo Erban. Erban went faster than the highway speed limit. He went over 80 miles per hour. This was on a road. Erban wasn't in a car. He was standing on his skateboard! Is racing downhill on a skateboard any more outlandish or strange than skiing downhill on snow? You have to be strong for both sports. You have to have great balance. You run the risk of great harm.

Your Name: \_\_\_\_\_ Partner: \_\_\_\_\_

## Ludicrous Records *(cont.)*

**First** Silently read "Ludicrous Records." You might see words you do not know and read parts you do not understand. Keep reading! Determine what the story is mainly about.

**Then** Sum up the story. Write the main actions and most important information. If someone reads your summary, that person should know it is this story you are writing about.

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**After That** Read the story again. Use a pencil to circle or mark words you don't know. Note places that confuse you. Underline the main action or idea of each paragraph.

**Next** Meet with your partner. Help each other find these words in the text.

ludicrous      trivial      absurd      inflated      outlandish

Read the sentences around the words. Think about how they fit in the whole story. Think about what the words might mean. Then answer **T** (True) or **F** (False). Using information from the story, tell why the false answers are not true. The first one is done for you.

     **F** **a.** If something is **trivial**, it is important.      In the story, it says that if something is      trivial, it is not important.

     **b.** If something is **ludicrous**, it is silly or ridiculous.     

     **c.** If something is **absurd**, it is foolish or silly.     

     **d.** If something is **inflated**, it is made smaller.     

     **e.** If something is **outlandish**, it is usual and normal.



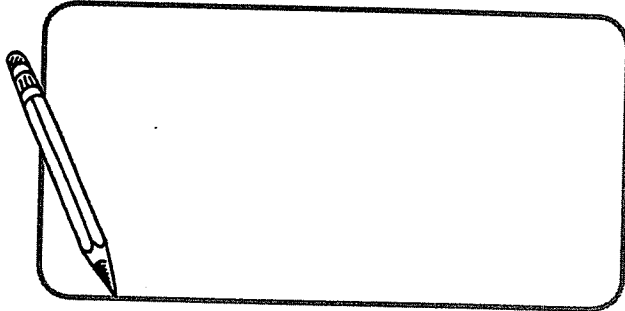
Your Name: \_\_\_\_\_

## Ludicrous Records *(cont.)*

**Now** Answer the story questions below.

1. Which two records does the author say border on disgusting? \_\_\_\_\_  
 \_\_\_\_\_

2. How did Furman move the orange? On the lines, describe the answer. In the box, draw it.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Do you think the author was impressed with Furman's orange record? Tell why or why not.

\_\_\_\_\_

\_\_\_\_\_

3. In the last paragraph, the author writes that "the jury is still out" when it comes to some records. What is meant by this expression?

\_\_\_\_\_

\_\_\_\_\_

Which parts of the story help you know?

\_\_\_\_\_

\_\_\_\_\_

4. The deepest SCUBA dive was 1,090 feet in the Red Sea. The fastest shark is the shortfin mako shark. It can go 60 miles per hour. Most likely, would the author think these records are serious or ludicrous? Quote the two sentences from the story that help you defend your answer the most.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

## Ludicrous Records *(cont.)*

**Then** Reread the entire story once more. Decide if the author is expressing an opinion or not.

5. Is this story fiction or nonfiction? How do you know? \_\_\_\_\_

\_\_\_\_\_

6. Does the author express an opinion? If she does, what is it? \_\_\_\_\_

\_\_\_\_\_

Does the reader have to agree with the author? Explain. \_\_\_\_\_

\_\_\_\_\_

Do you agree with the author? Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. How does the title help you understand the author's opinion?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

At what point in the story does the reader begin to understand how the title relates to the author's opinion? Check the box beside the paragraph in which this happens. Then explain.

1

2

3

4

5

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Learn More**

Research one or two world records. What was the event? Who holds the record? Did the current world record break a previous world record?